NASIS

DESIGNS, PROCEDURES, INSTRUMENTS
AND FORMS FOR THE
1982 NASIS

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588-0325
Telephone: (402) 472-3672

NASIS-82 #1

DESIGNS, PROCEDURES, INSTRUMENTS
AND FORMS FOR THE
1982 NASIS

Helen A. Moore
Department of Sociology

Price: $7.50

DESIGNS, PROCEDURES, INSTRUMENTS AND FORMS FOR THE 1982 NASIS

Introduction

This report presents a detailed account of the design and fielding of the sixth Nebraska Annual Social Indicators Survey. Users of NASIS82 data will find it an important reference source for answers to questions about how the information was gathered.

The Nebraska Annual Social Indicators Surveys were conceived as vehicles both for producing current, topical information about Nebraskans and also for monitoring change in life quality. Thus the surveys alternate between a cross-sectional and a panel component: each odd year the initial panel from 1977 is reinterviewed, whereas each even year a fresh cross-sectional sample is chosen. As an even year, NASIS82 represents a new cross-section of the adult population of Nebraska.

As in earlier surveys, NASIS82 is a joint effort of the Sociology Department of the University of Nebraska-Lincoln and a variety of public agencies. While the final responsibility for the design and fielding of the survey rests with the Bureau of Sociological Research, both the costs of the survey and the planning of it have been shared through an Advisory Committee of public agencies.[1]

Instrument Design and Item Selection

The Nebraska Annual Social Indicators Surveys are designed to meet the data needs of a diverse group ranging from sociological researchers to health planners. In order to meet these needs, the instrument for each survey is developed in two stages. First, a set of "core" questions is developed. These are repeated each year and cover basic demographic information, the quality of life, and general sociological indicators. The second set of questions comes from the agencies and organizations that participate in the survey. The two sets of questions are interdependent, thus the core questions are evaluated by participating agencies and the agency questions are evaluated by the Executive Committee of the Bureau of Sociological Research.

---

[1] See Appendix A for a copy of the Prospectus which details the circumstances under which public agencies participated in the Survey as well as a list of the membership of the NASIS82 Advisory Committee.

In order to meet the goal of providing trend data on the quality of life in Nebraska, a primary factor in choosing core questions for NASIS82 was comparability with the earlier five studies. The core questions included in the previous five surveys were carefully evaluated for utility, comparability with other surveys, and validity. On the basis of this review, a few core questions were replaced, some were discarded, and some reworded. The only major change in the core questions was instituted in 1980 for the way data are gathered on income. The initial method of asking income (detailed data on sources of income, exact amount from each source, and exact amount of total income) produced an undesirably high level of refusals and "don't knows": 22 percent in 1979. Thus, in 1980 it was decided to ask income in categories only. While this produces less exact and less flexible data, it was hoped that it would provide general economic data on many more households. This expectation was borne out: in NASIS80 only 5.3 percent of households failed to provide income data. In 1982, only 2.8 percent of households failed to provide income data.

The next step in the development of the instrument was to determine the data needs of the participants in the survey. Public agencies and faculty members all submitted questions which they wanted to have included in the s survey. Aside from the core questions and questions included by the Study Director, all of those submitting questions were "buyers," i.e., they contribquestions from each buyer came in, they were subjected to 20 pretest interviews conducted by five professional interviewers. The information from these pretests was used to improve the questions as well as to provide an estimate of interviewing time needed for each question set. For many buyers, this procedure was repeated two or three times in order to trim time or to test revisions in the question wording.

In developing the instrument for NASIS82, it was our goal to keep the interview to a maximum of 45 minutes. Past experience suggests that this is the maximum length of interview that can be sustained without loss of data quality due to respondent (and interviewer) fatigue. The pre-tests on individual question-sets and the core items indicated that the total time needed for these items would be close to 58 minutes. In order to reduce this time, but still provide all buyers with the data they needed, six buyers agreed that data on half of the sample (900 cases) would be sufficient for their purposes. Thus, two forms of the instrument were developed. Type 1 contained questions on energy use, scarcity of resources, and welfare services. Type 2 contained questions on recreation, social security, an health education programs. This strategy reduced the length of the interview to 45 minutes.

At this stage an interview schedule was roughed out and pre-tested in its entirety. The pretests were completed by five professional interviewers, all by telephone and in the city of Lincoln. Interviewers selected a household in the city that did not contain a friend or relative. During the pre-tests interviewers were instructed to be particularly observant for problems in wording, item ordering, and skip patterns. Following the pre-tests, a debriefing meeting was held with the interviewers to go over the schedule item-by-item and to discuss problems encountered and reactions to the interview. The results of these complete pre-tests indicated that the average interview length was 45 minutes, as estimated. As a result of the pre-tests, a few changes were made in question wording, some additions and clarifications were added to the interviewer manual, and so on. The results of the pre-tests were communicated to individual buyers, some of whom altered their questions in light of pre-test information.

Simultaneously to the pre-testing, copies of the roughed out schedule were circulated among members of the Advisory Committee and all buyers. A unique feature of the NASIS series is that the data needed by many organizations and for many purposes are all gathered on the same population. This means that agencies or scholars whose primary interest is in health may have the benefit of information on alcoholism, on social security, and on recreation to increase the value of their data. Thus, each participant in the survey is vitally interested not merely in the inclusion of their own questions, but also in the selection of other participants and the core questions. A meeting was held of all buyers and members of the Advisory Committee to review the study design and the instrument. Questions and comments were solicited and some adjustments made as a result of these. Major changes from topical questions of earlier years were carefully reviewed and approved. The final schedule is a joint product reflecting the data needs of these participants.

Schedule Construction

For the most part, all respondents in NASIS82 responded to the same questions. The exception was a ten to twelve minute segment which, for half of the sample, contained questions on energy conservation, welfare services and resources, and for the other half, contained questions on recreation, the social security system and health education programs. The alternation of these two segments required the preparation of two separate forms of the schedules. The completed schedules were stacked with the forms alternating and interviewers were instructed to use the schedules in order to ensure that each form was used for half of the interviews. In addition, the two types were numbered and color-coded within segments. Of the total 1907 interviews, 50.3 percent were Type

1 and 49.7 percent were Type 2 schedules. A copy of the complete schedule is in Appendix B.

Population Sample and Sample Size

The sample is drawn from a population consisting of non-institutionalized persons in households with telephones residing in the State of Nebraska during the survey period (February through April, 1982). Persons under 18 years of age, persons in custodial institutions, group living quarters, and on military reservations, and transient visitors to the state are excluded from the sampling universe. The sample size was targeted at 1800 respondents.0

The Sampling Design

Because random digit dialing was found in evaluation of NASIS77 to produce samples comparable to that of more expensive and time-consuming area probability techniques, the entire sample for NASIS82 was selected through the random digit dialing process.

The procedure for random digit dialing requires getting a list of all three-digit exchanges in the area to be covered and randomly selecting four-digit numbers as suffixes from a universe of all possible four-digit numbers. Every number, including unassigned, unlisted, previously assigned, and newly assigned numbers have equal probability of inclusion in the sample. If an equal number of four-digit numbers are selected from each three-digit area, the numbers will be good in proportion to the population of the area and a self-weighted simple random sample results.

A list of all three digit exchanges in the State of Nebraska had been purchased from the telephone company and used in previous NASIS years. In this sample year, we identified those communities in which 1980 Census data reported a decrease or increase of 10 percent or more in the population. Prefixes for these communities were re-verified through the phone company. All prefixes for all Nebraska exchanges were then fed into a computer program which generated a set of four random digit numbers for each of the three-digit prefixes. Given the results of earlier NASIS surveys, 70 random numbers were generated for each prefix.

A crucial step in using random digit dialing in rural areas is the screening of out-of-range numbers. In small communities, all numbers may be assigned within a very narrow range, say 1150 - 1199, so that only a small percentage of all possible four digit suffixes are good numbers. In order to reduce the waste of interviewer time entailed in calling non-existent numbers, ranges were established for all prefixes in the state. Telephone directories covering the entire state were purchased and systematically checked to establish for each prefix a range within which numbers were assigned. Through this process some prefixes were also removed from the sample, for example, prefixes for government agencies or businesses.

The ranges for each prefix were then fed into the computer and the 70 random numbers produced on the first pass were screened through these ranges. Only the four-digit suffixes falling within the range were printed. Each number produced by this last step was printed on a separate cover sheet. This cover sheet included the area code, dialing instructions, and the name of the town where the number was located in addition to preliminary interview instructions. A copy of the cover sheet is included in Appendix C.

Selection of Respondent from Household

As NASIS is intended to be a sample of persons rather than households, a procedure was necessary to select the persons to be interviewed in each household contacted using a probability process. It would not be sufficient or representative to interview the person answering the telephone as these persons are not likely to be a random sample of all persons over 18 in the household.

Selection of respondents was accomplished by means of a set of selection tables[2] randomizing the person to be interviewed for households with different numbers of eligible respondents. The selection table was printed on the same cover sheet containing the telephone number to be dialed. Each selection table contained a designated respondent number for each household size category. Thus, if the household contained 3 eligible respondents, one-third of the selection tables called for interviewing the first person listed, one-third the second listed, and the final third, the third person listed. In this manner, every eligible respondent had an equal probability of being selected within households with the same number of eligible respondents. (Interviewers were given a predetermined order in which eligible respondents were to be entered into the table, i.e., wife, husband, then by age, so that it was not possible for them to manipulate the selection tables so that the respondent was the person on the telephone.) After determining the designated respondent, the interviewers were then instructed to ask for that person, if the designated respondent was not the person initially answering the telephone. Often several additional telephone calls were necessary in order to find the designated respondent at home.

It is obvious that a person in a household with five possible respondents would only have one-fifth the chance of being included in the sample as persons living by themselves. Weighting procedures are used in the computerized data file to adjust for these differences in selection probabilities. Thus the resultant sample is of individuals drawn from a sample of the population of individuals and can be treated as a simple random sample. If a sample of households is required, however, it can be achieved by altering the weighting procedures.

---

[2] The same procedure was used to select a child for a set of questions requiring a sample of children. A separate selection table was printed on the corner of the cover sheet for this selection process (See Appendix C).

Interviewer Training, Supervision, and Quality Control

All of the interviewers had previous experience in telephone interviewing, and the majority were highly skilled with many years of interviewing experience, not only on local projects but also for such national survey organizations as NORC and the U.S. Bureau of the Census. With only a few exceptions, all of the interviewers used in the survey had previous experience with NASIS.

A field supervisor, herself an experienced interviewer and supervisor, was employed to handle the day-to-day supervision, training, and scheduling of the interviewing. The field supervisor worked closely with the study director in monitoring the progress of the survey and dealing with problems as they would arise. Training for the interviewers involved two steps. First, the Study Director and Interviewer Supervisor met all interviewers in a four-hour session and went over in detail the schedule and the procedures to be used. Each interviewer was given a detailed instruction manual (Appendix D) which they were instructed to read through carefully and which they were required to bring with them each time they interviewed.

Secondly, all interviewers were required to do five practice interviews which were carefully examined by Bureau staff for errors in skip patterns, inadequate records on open-ended questions, etc. (The five interviewers who participated in the pre-tests were not required to participate in this part of the training as they already had substantial experience with the instrument.)

All of the telephoning was done from the offices of the Bureau of Sociological Research in Lincoln using the state WATS line and the direct free line to Omaha. The only calling done at home was a portion of the calls to persons with Lincoln exchanges. The consolidating of interviewing provided an opportunity for very careful supervision. The Supervisor, Study Director, and others on the Bureau staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent called back. The interviewers were required to edit their own interviews before turning them in, after which each interview was very carefully edited by Bureau staff. This was done on a daily basis so that errors could immediately be brought to the attention of the interviewers and corrected. If answers were recorded incorrectly or questions skipped, the interviewer was asked to call the respondent back and correct the error. In addition, five percent of each interviewer's work was verified by a second call to the respondent by the Field Supervisor.

Processing of Completed Interviews

Completed interviews were carefully processed and recorded by the Bureau staff to ensure that each interview was accounted for and its progress along the various steps of editing, coding, keypunching, etc., could be monitored. All interviews were recorded in a process control log. An example of this log is given in Appendix E.

The first step of the processing involved the assignment of a sequence number which was recorded on the cover sheet and on the first page of the interview schedule. Each interview was checked to make sure the cover sheet showing respondent's name, telephone number, and interviewer I.D. was attached to the interview. Then each interview was entered into the process control log and edited by the Bureau staff. Interviews with problems were returned to the interviewers to be corrected, correct interviews were ready for keypunching. This was done directly from the schedule as card numbers and column numbers were included in the printed schedule. Twelve IBM cards of data were keypunched during this step. Every interview was also punched a second time on the verifier. Verification is done to greatly reduce the chance of keypunching errors. As these steps were completed, the completion date was recorded in the log.

Information that could not be keypunched directly from the schedule was first processed through a coding procedure (described below) and the additional two cards of data were keypunched and verified.

The final process control step was the separation of the pages of the interview containing information that could identify the respondent by name or telephone number from the rest of the interview schedule. This involved removal of the cover sheet and the last several pages of the interview schedule. Since the sequence number and case identification number were recorded on both the cover sheets and the first pages of the interview schedule, these pages can be related back to the interview at a later date if necessary. This will be required only for data cleaning purposes and for locating the respondents again for future surveys. The information is separated in order to permit storage of the interview schedules without endangering the confidentiality of which the respondents are assured; the identifying pages themselves are stored in a locked cabinet.

Coding

Those items that could not be punched directly from the interview schedule were subjected to a coding process. This involved answers to open-ended questions, coding of geographical information, and assignment of occupational codes and prestige rankings. Coding was done by experienced Bureau staff. Appendix F contains the coding instructions used, the forms on which the inductive classifications were recorded, and the procedures for assignment of geographical codes. Also found in this appendix are the actual code values assigned for the core questions.

Data Automation and Cleaning

Keypunching the information collected on the interview schedule permits manipulation of the data by computer. The fourteen cards of information for each case were moved to computer disc storage for pre-processing and data cleaning. The Statistical Package for the Social Sciences (SPSS) was the computer software package used to process and document this data set. The first step in data cleaning was to generate frequency distributions on each of the variables in the data set. These frequencies were then closely examined for codes that were not within the range of those assigned or codes that appeared to give unusual results. The identification numbers of the cases containing those codes were then printed out and the interview schedules examined to find the reason for the stray codes. Two kinds of errors were found and corrected in this manner: keypunching errors and errors in the manner in which the answer was recorded on the interview schedule. Most errors will have been detected and corrected using this procedure. This does not mean that all such errors were located. Some "hidden" errors were located and corrected, but more are expected to be present. However, because of the extensive editing and verification processes employed, only a very small fraction of the answers are likely to remain in error. As these errors are found, corrections will be made in the basic data set and users informed.

A second major step in establishing the basic data file in SPSS format was differentiating between the two types of schedules. Procedures were established for identifying different forms of the same questions and for identifying those respondents whose schedules did not include the energy use or the social security questions.

The cleaned, coded data were stored in an SPSS archive file containing over 1000 variables. A list of all variables in the archive file and the names used by the SPSS program for each variable are included in Appendix G. Data sets for users involving subsets of items in the file were generated by removing the items from this main file. A codebook of most items on this file was generated and is stored on computer tape. Copies can be produced economically upon request.

The most economical and flexible manner to use the NASIS data is on the computer with the SPSS program. However, small card or magnetic tape files can be generated from the larger file for those without access to a machine containing SPSS.

Survey Response Rate

A total of 1907 usable interviews was obtained. Of these, 64 were only partially completed because the respondent was unable or unwilling to continue until the end of the interview schedule. These were retained in the sample as some information on reluctant individuals is more valuable than no information at all. These partial interviews are identified as such in the data file.

Table 1 presents a detailed breakdown of the outcome of each number drawn in the RDD sample. The screening of out-of-range numbers and the few duplicates eliminated the need to call 68 percent of the 21,240 random four-digit numbers selected. Of the numbers to which calls were made, 35 percent resulted in a contact with an eligible household. It was not possible to ascertain how many of the 14 percent of the numbers with no answer were eligible households. Many are likely to be unassigned numbers in areas not equipped with automatic answering devices. All of the 7000 numbers printed for the sample were placed in a random order before interviewing started. When the desired number of interviews was obtained, interviewing could be stopped. Approximately 5 percent of the numbers generated were not called during the survey.

Of the 2413 eligible households contacted by an interviewer, 76.4 percent resulted in a completed interview and an additional 2.6 percent in a usable partial interview. The overall refusal rate for the survey was 21%. This refusal rate includes many refusals by the person answering the telephone before a designated respondent could be determined. Twenty percent of these refusals were due to poor health or the advanced age of the respondent.

Estimates of Sampling Error

As this sample is a simple random sample of all households with telephones, estimates of sampling error are very straightforward. For easy reference Table 2 presents already computed sample errors for some of the most likely sample sizes. Exact sampling errors for alternative specifications of sample size and reported percentages can be easily computed using the following formula for the 95% confidence level: Sampling error = 1.96 $\sqrt{pq/N}$.

Representativeness of the Sample

In this section, the accuracy of the 1982 sample is evaluated by comparing selected characteristics of survey respondents with estimates of those characteristics taken from the U.S. Census and estimates prepared by the UN-L Bureau of Business Research. We will evaluate our sample on the basis of regional distribution, age, sex, race, education. The latest information on the latter characteristic is from a 1976 Census report, thus educational comparisons will not be exact. On the other hand, accurate estimates of age, sex, race and regional distribution of the population of Nebraska are available from the 1980 Census and it is possible to specify quite narrowly what a representative sample should look like in these regards.

The most accurate comparisons possible are population distributions by region. These estimates divide the State of Nebraska into six geographic regions by combining Planning and Development Regions (See Figure 1). Table 3 compares this regional distribution with that from NASIS. (Note that because we are comparing distributions of persons rather than number of households, the entire household has been counted in the NASIS figures rather than just the respondent.) The two columns in Table 2 are very close to one another, indicating that the RDD procedure for NASIS82 has produced a regionally representative sample, with the exception of Southeast Nebraska.

Relatively accurate comparisons are also possible with age and sex distributions of the state. Table 4 shows a comparison between NASIS82 respondents and the 1980 Census data or Population Estimates projected by the Bureau of Business Research. Only minor differences are noted in the age distributions: NASIS82 respondents slightly overrepresent younger adults in favor of those who are older. These differences are within two percentage points, however, and the sample is judged to be representative of the population by age.

In regard to sex, the comparisons in Table 4 indicate that NASIS82 somewhat underrepresents males: only 41.3% of the sample is male, whereas 48% of the population over 18 is estimated to be male. This is a problem of almost all sample surveys, largely arising from the fact that men are somewhat more likely to refuse to be interviewed than are women. (Our procedure of calling all numbers five times guards against underrepresenting men simply because they may be home less.) Because sex of the respondent is so closely related to many variables, weight to correct for this underrepresentation is used. The weighting procedure is discussed in more detail below.

Comparisons with 1980 Census data are presented in Table 5 for the racial racial composition of the sample. The racial composition of the sample is very close to that of the 1980 population of Nebraska. The educational distributions show more difference, with the NASIS sample tending to have somewhat more schooling than the 1976 Census figures would suggest. This is expected as the educational situation in Nebraska is likely to have improved somewhat since 1976. In addition, there is likely to be some bias in that most surveys, including ours, do tend to overrepresent those with more education.

NASIS Weights

Data from NASIS82 are available in two forms: an unweighted data set that is representative of households in Nebraska and a weighted data set that is representative of adults living in Nebraska.

The RDD procedure used to generate the sample for NASIS82 ensures that all households in the state with telephones have an equal probability of selection into the sample. Thus the unweighted data from NASIS82 describe a representative sample of households in the state. In this form, however, the data are not representative of adults living in the state. That is, within individual households, an adult living by himself (or more often herself) has twice the probability of selection as does an individual living with another adult. Thus, we introduce a weight, called PWATE, which includes a correction factor to compensate for differential probability of selection of the respondent within households with varying number of adults. This weight also includes a correction for the slight sex bias noted in Table 4. When using PWATE the sample is representative of individuals 18 and over living in households with telephones in the state.

All analysis with the data set must specify whether the unweighted or the weighted data are required. When the user is interested in characteristics of households in Nebraska, the unweighted sample should be employed. On the other hand, when the analyst is interested in characteristics of individuals, PWATE would be the appropriate choice.

Cost of the Survey

The basic costs of fielding the survey are presented in Table 6. The total cost of fielding the survey as $50,308.32. This includes an estimate of the programming time which will be required in the post-survey months to fill buyers' requests and to completely clean the data set. Not included in the breakdown is the time of the Bureau Director or that of the faculty members who made significant contributions to the design and analysis of the survey. Computer charges are also not included. These costs, close to $2500, are part of the university's support for the project.

Table 1.

Outcome of All Numbers Selected in the Random Digit Dialing Sample

I. Total Random Numbers Drawn			21,240
II. In-Range Numbers From Which Sample Drawn			7,000
A. Total Inappropriate Numbers			
Unassigned	2,789		
Business	469		
Other	13		
			3,271
B. Total Numbers with No Answer After 5 Calls			980
C. Total Never Called			325
D. Total Eligible Contacts			2,424
Completed Interviews	1,843		
Partial Interviews	64		
Refusals	517	[21%]	

Table 2.

Approximate Sampling Error of Percentages (Expressed in Percentages)*

Reported Percentages	Full Sample N = 1907	75% Sample N = 1430	50% Sample N = 954	25% Sample N = 477	10% Sample N = 191
50	2.24	2.59	3.18	4.49	7.10
30 or 70	2.05	2.37	2.90	4.11	6.51
20 or 80	1.79	2.07	2.54	3.59	5.68
10 or 90	1.34	1.55	1.90	2.69	4.26
5 or 95	0.98	1.13	1.38	1.96	3.10

---

*For most items the chances are 95 in 100 that the values estimated lie within a range equal to the reported percentage, plus or minus the sampling error figure given in the table.

Table 3.

Percentage Distribution of Population by Region

Region	1980 Census	Population in Households from NASIS82
Panhandle	6	7
Southwest	9	9
South Central	13	14
North	14	15
Omaha Area	34	34
Southeast	24	21

Table 4.

Comparison of 1980 Census Data with Age and Sex of Respondent

Age		1980 Population Estimates*	NASIS82**
Under 35		38%	40%
35 - 49		22%	22%
50 - 64		20%	20%
65+		19%	18%
		1980 Census	
Sex:	Male	48	48 (41.7)
	Female	52	52 (58.3)

---

*Based on Nebraska Population Projections II, prepared by Vicki Stepp. 1976. Table 10, Revised 1980 Projected Age Structure, Medium Series. Lincoln: Bureau of Business Research.

**These figures have been computed using PWATE, which adjusts the sample for probability of selection within households and for sex bias among the respondents. The sex distribution without the adjustment for sex is in parentheses.

Table 5.

Comparison of Distribution by Race and Education from NASIS82 and 1980 Census Estimates for Nebraska

Race	1980 Census	NASIS82
White	94.9	95.6
Black	3.1	3.0
Other	2.0	1.4

Education	1976 Census	NASIS82
8 Years or Less	14.4	8 %
9 - 11 Years	11.3	11 %
12 Years	40.2	40 %
13 - 15 Years	19.8	23 %
16 + Years	14.3	18 %

Table 6.

Summary of Expenses

Secretarial-Typing	$ 496.64
Coding-Clerical	6,822.18
Keypunching	3,621.70
Interviewing	22,342.58
Field Supervision	1,028.54
Programming	6,071.28
Xeroxing and Office Supplies	501.18
Telephone	9,424.22
Total	$50,308.32

Cost Per Interview? $\frac{\$50,308.32}{1,907} =$

$ 26.38

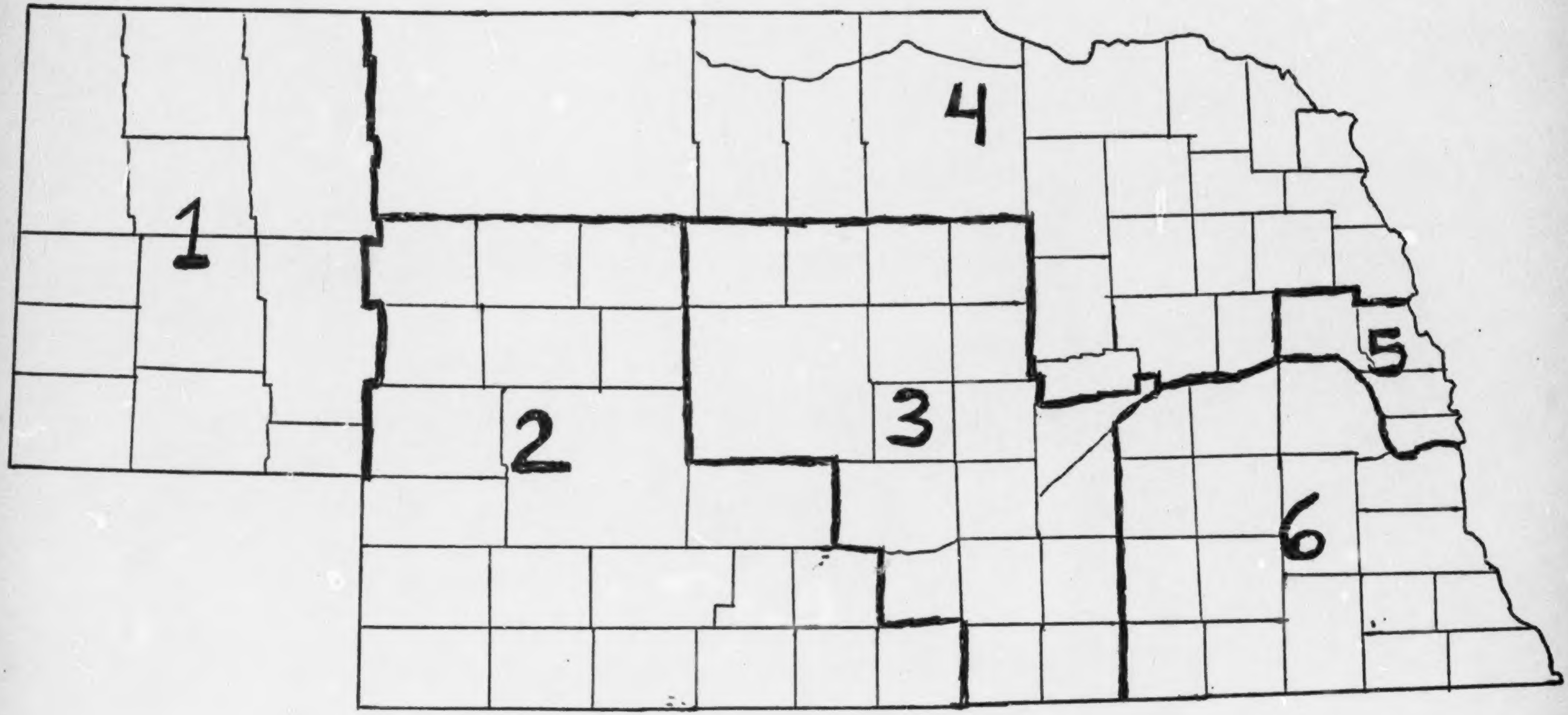

Figure. 1: Areas of State Used for Comparison Purposes

APPENDIX A

PROSPECTUS

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY (NASIS)

Prospectus 1982

Bureau of Sociological Research
Sociology Department
University of Nebraska
Lincoln, Nebraska 68588
402-472-3672

Helen A. Moore, Bureau Director

David R. Johnson, Study Consultant

Alan Booth, Coordinator of External Relations

WHAT IS IT?

The Nebraska Annual Social Indicators Survey (NASIS) is an omnibus survey of the quality of life in the state. NASIS is a product of the Bureau of Sociological Research of the University of Nebraska-Lincoln working in collaboration with state agencies and other educational and research organizations. Each year (beginning in 1977) a representative sample of Nebraskans is interviewed by telephone about the environment, housing, transportation, health, crime, occupation, education, family life, and other matters that reflect the quality of life they experience. The data are used by a variety of organizations for policy and program planning and by faculty and students at the University of Nebraska for research. In addition, NASIS data from trend and panel surveys are used to monitor change in quality of life. After each year's survey, reports are prepared and made available for general use.

HOW IS IT FINANCED?

The Nebraska Annual Social Indicators Surveys are financed jointly by the University of Nebraska-Lincoln and by State agencies who wish to include questions on the survey. Some public agencies and University Departments buy time on the survey on a once-only or over-time basis. Others buy special memberships that entitle them to inexpensive access to the data. The remainder of the funding comes from the University as an extension of its objectives of providing research and service to the State.

HOW IS IT ORGANIZED?

The Bureau of Sociological Research conducts the study and has final responsibility for the organization and structure of the survey and produces reports under its name. Public agencies and University Departments, however, play an integral role in planning each survey. The NASIS Advisory Committee, consisting

Other
*Boys Town Center for the Study of Youth Development
*Creighton University, Sociology Department

Public organizations interested in becoming a member of the Advisory Committee should call the NASIS Study Director about becoming a member. Those who do not wish to be on the Advisory Committee but wish to remain informed about NASIS should call the Bureau of Sociological Research and request to be placed on the mailing list.

WHAT DATA ARE COLLECTED?

Part of the survey varies from year to year. Some agencies only purchase items on one survey. They appear one year only. Other agencies buy the same items year after year in order to assess change. Such items appear many times.

The data gathered by each survey thus vary from year to year. There is, however, a core of quality of life items that appears on each survey. These items were selected in consultation with the Advisory Committee to meet two criteria: (1) provide information of most use for policy formation at the State and local level; and (2) provide maximum comparability with other social indicators data banks.

HOW IS THE STUDY DESIGNED?

The sampling frame and procedures are based on techniques used extensively by the major national survey research centers. They are designed to provide the best quality data possible. Probability procedures are used to permit accurate estimation of sampling errors and to minimize problems associated with sampling bias.

Definition of Population to be Sampled

The sample is drawn from a population consisting of non-institutionalized persons residing in the State of Nebraska during the survey period living in households with telephones. Persons under 18 years of age, persons in custodial institutions and on military reservations, transient visitors to the state, and persons without telephones are excluded from the sampling universe. The sample is of individuals drawn from the population of individuals and not a sample of households. However, household information is obtained and individuals in the sample provide information on other household members.

Sampling Technique

The sampling technique used by NASIS is random digit dialing (RDD). This technique has been carefully evaluated for its validity. NASIS 1977 included both a sample chosen by random digit dialing and one chosen by conventional area probability techniques. Extensive comparison of the results of the two sampling techniques (Johnson, 1977; Johnson and White, 1978) demonstrated that the RDD technique produces results comparable to conventional sampling procedures but at significantl lower cost.

The basic logic of an RDD sample is very simple. Within each three-digit exchange in the survey area, four-digit suffixes are selected randomly from all possible four-digit numbers. Every number, including unassigned, unlisted, previously assigned, and newly assigned numbers has an equal probability of inclusion in the sample. An equal number of four-digit numbers is selected from each prefix; these numbers are good in proportion to the population within that exchange and a self-weighted simple random sample results. This procedure overcomes the problems inherent in getting telephone numbers from directories: that directories are often compiled twelve or more months before interviewing takes place and that unlisted numbers are excluded.

Interviewing

All interviewing is done on the telephone by experienced, professional interviewers. The interviewing takes place from the offices of the Bureau of Sociological Research during February-April of each year. This procedure makes possible a high degree of quality control as all interviewers are centrally located and are closely supervised.

Sample Size

The sample will consist of 1800 respondents. The sampling error for a sample size of 1800 is 2.4 percent. The design is based on an acceptable level of error for regional subsamples based on the proportion of the population in the smallest region when the State is divided into six or fewer regions. When divided into six regions, the smallest region would contain not less than 4 percent of the State's population (approximately 72 respondents in a sample of 1800). Around ± 12 percent accuracy at the 95 percent confidence level is defined as the acceptable tolerance limit for this size subsample. The six regions are the planning areas used most extensively by State agencies for programmatic purposes.

Sample Components--The Trend and the Panel Surveys

NASIS is designed to serve two functions: first, to provide contemporary data on single years and secondly, to provide a picture of changes in quality of life in the State. To that end, NASIS has two components, a trend and a panel segment.

The NASIS study design calls for using the 1977 respondents as the basis for a panel. These respondents will be re-contacted every two years (1979, 1981, and so on) until they leave the population through death or migration, refuse to participate any longer, or cannot be located after a residential move. The panel will be used both to describe conditions in the current year and to describe changes over time. On even years, the sample will be a simple cross-sectional selection of the population chosen by Random Digit Dialing procedures. As 1982 is an even year, a new sample will be independently selected and will serve as a trend sample. Persons interviewed in these trend surveys will be used to supplement the panel study: All individuals identified in an even year who have just turned 18, have just been released from institutions, or who have just moved to the state will automatically become permanent members of the panel. In addition, quota procedures will be used to replace persons leaving the panel because of nonresponse. Such supplementation procedures will keep the panel segment representative of the population from year to year and prevent the dating and aging of panels common to other designs. Experience with the panel in 1979 and 1981 indicated that this design provides a representative sample of the current population along with the capacity to monitor change.

Other Design Considerations

A. Special subsamples within the general frame. It may be that a user does not want information on all respondents but only a clearly specified sub-population. Provisions can be made in the design to interview either a random segment of the total or a systematically selected segment based upon respondent characteristics. The cost per minute of survey time would be adjusted in these cases.

B. Additional interviews added to increase subsample size for a special study area. Provisions are made within the design for oversampling either persons in certain geographical areas or possessing certain characteristics (e.g., Mexican-Americans or inhabitants of a certain county). Some oversampling will involve a straightforward extension of the sampling design and can be done with minimal additional expense beyond the per unit cost. Additional interviewing involving new sampling procedures or screening designs would have to be integrated at considerable additional per unit cost.

C. Coding of geographical location of respondent. A complex location code will be included on each respondent's record to permit subdivision of the sample into any kind of regional configuration that may be developed. This will permit flexibility in the present climate of controversy over regional delineation of the State.

D. Confidentiality of responses. No user of the data, either within or outside of the University, shall have access to the names and addresses of the respondents. This information will be held in complete confidence by the Bureau of Sociological Research and will only be used to find respondents from one year to the next and to verify the work of the interviewers.

WHAT DOES IT COST TO USE NASIS?

There are two ways an organization may make use of the Nebraska Annual Social Indicators Survey. One is to buy questions on the survey and thus to specify the data they want to be gathered. The other is to buy access to the data collected without adding additional questions.

Buying Access to the Data

Organizations who wish access to the data without adding questions to the survey may buy either single questions or entire data sets.

Organizations or individuals buying access to the data may buy access to individual quesions for $10.00 each or may gain access to all unrestricted items through purchase of a data set for $450.00. Frequency distributions on all purchased items will be provided. Computer charges for additional analysis will be billed at cost plus 20 percent. Programmer-analyst time is $15.00 per hour and statistical consultation is available for $25.00 per hour. Organizations may provide their own tapes or the Bureau of Sociological Research can provide tapes for $35.00 per tape. Users may wish to take advantage of buyer workshops which provide basic information needed to use NASIS data. Enrollment fee is $50.00. The information provided in the workshop is available from programmers but the individual instruction is more costly.

Buying Questions on the Survey

Organizations may purchase items on NASIS at $2,000 per minute of interview time. The time for a set of items is established by a pre-test conducted by NASIS staff. In return for the fee, organizations receive the responses to their own as well as 20 other questions from a random sample of at least 1800 Nebraskans plus cross-tabular analysis of their data.

If an organization elects to have the Bureau of Sociological Research analyze the data, they will receive frequency distributions on the items they have purchased plus any 20 items they choose from the core. In addition, they receive cross-tabular analysis of their data. Additional programmer-analyst time will be billed at $15.00 per hour. Computer charges over and above the basic frequencies and cross-tabulations will be billed at cost plus 20 percent. Access to additional core questions may be purchased for $10.00 per item. Access to the entire set of unrestricted items is available through the purchase of a data set for $450.00.

If an organization elects to do their own analysis, they will receive the set continaing purchased items plus any 20 items they choose from the core in addition to five basic demographic indicators. Frequency distributions of these items are also provided. Organizations may supply their own tape or NASIS can provide one for $35.00. Additional core questions may be added to the data set for $10.00 per item or the remainder of the core and unrestricted items may be purchased as a data set for $450.00.

User Obligations, Rights and Safeguards

City, State, Regional, and other public service agencies along with other University Departments that purchase items in the trend or panel study have exclusive use of the items (not core items) they purchase for one year from the time they receive the data analysis, or until they publish their report, whichever is earlier. However, the items may be used by faculty and students for training purposes or to prepare scientific papers. Permission is to be obtained from the purchasing agency if such papers are to be read or published during an agency's exclusive use period.

Agencies may purchase core and other data analysis not under exclusive contract at any time. All users must file, in writing with the Study Director, a description of the analysis they intend to undertake. Data and analysis will not be sold to another agency to work on the same problem for a period of one year, or until the report is completed (if less than a year) or the agency waives such rights. Agencies must acknowledge the use of Nebraska Annual Social Indicators Survey data in all reports for which it is utilized as follows:

> The data were collected as part of the Nebraska Annual Social Indicators Survey conducted by the Bureau of Sociological Research, University of Nebraska-Lincoln. The Bureau of Sociological Research assumes no responsibility for the views or interpretations contained herein. A detailed description of the way in which the data were collected is contained in the booklet, "Nebraska Annual Social Indicators Survey" which may be obtained by writing Study Director, Nebraska Annual Social Indicators Survey, University of Nebraska-Lincoln, Lincoln, Nebraska 68588.

The Bureau of Sociological Research must receive two copies of all reports published using NASIS data.

WILL NASIS FINDINGS BE PUBLISHED?

Following each survey a series of short reports (3 to 10 pages) will be released on topics of general interest to the citizens of the State as well as on topics of interest to policy makers, administrators, and researchers in special areas. The topics selected depend on the interest and support of local participating agencies. Each report includes a section devoted to the implications of study findings for public policy. The reports are not in-depth analyses. Those requiring a more detailed analysis are encouraged to purchase same. A list of the reports available to date are listed on the last page of the Prospectus. They may be ordered from the Bureau of Sociological Research.

To maximize the utilization of the data it is possible for interested agencie to contract with the Bureau of Sociological Research for mini-workshops in which members of an agency meet with a NASIS staff member. The first part of the workshops might consist of a general report on the implications of the study for policy. This would be followed by the identification of specific issues, question and areas of policy formation in which the results of the study might constitute significant input. Subsequent discussion could focus on the means (staff meetings committee hearings, etc.) whereby these results might be utilized. Dependent on the outcome of the meeting subsequent analysis and interpretation could be undertaken.

If you have any questions about how NASIS can be used by your organization, please contact the Study Director. The NASIS staff is available to meet with you to discuss your data requirements and the cost and suitability of meeting them with NASIS data.

REPORTS FROM EARLIER SURVEYS

NASIS 77 # 1 Nebraska, The Good Life: A Comparison of the State and the Nation. Alan Booth. Price: $.50.

2 Who Enjoys the Good Life in Nebraska? Determinants of Perceived Quality of Life. David R. Johnson. Price: $.50.

3 Fertility in Nebraska: Current Trends and Prospects. Lynn K. White. Price: $1.00.

4 Nebraskans and Their Natural Environment. Susan Welch and Alan Booth. Price: $.50.

5 Designs, Procedures, Instruments, and Forms for the 1977 NASIS. David R. Johnson. Price: $5.00.

6 The Quality of Life of Nebraska's Elderly--A Paradox. Alan Booth. Price: $.50.

7 Marriage and Divorce in Nebraska. Lynn K. White. Price: $.75.

8 Tax Supported Income Supplements and Nebraska's Poor. Alan Booth. Price: $.50.

9 The Religious Situation in Nebraska, 1977. Hugh P. Whitt. Price: $.50.

#10 Ethnic Identification in Nebraska. Hugh P. Whitt. Price: $.50.

NASIS 78 # 1 More for Less: Nebraskans and State Government Programs. Alan Booth and Susan Welch. Price: $.50.

2 Nebraskans and Their Legislature: Part I, Information. Susan Welch and John Comer. Price: $.50.

3 Designs, Procedures, Instruments, and Forms for the 1978 NASIS. Lynn K. White. Price: $5.00.

4 Nebraskans and Their Legislature: Part II, Evaluation. John Comer and Susan Welch. Price: $.50.

5 Rural-Urban Differences in Nebraska: Debunking a Myth. Lynn K. White and Alan Booth. Price: $.50.

6 The State of the State in 1978: A Report from the Nebraska Annual Social Indicators Survey. Alan Booth and David R. Johnson. Price: $.75.

7 Nebraskans on the Move. Lynn K. White. Price: $.75.

8 Nebraska's Ethnic Heritage. J. Allen Williams, Jr. Price: $1.00.

9 Congressional District and Planning Region Databook for the State of Nebraska. Lynn K. White. Price: $1.00.

#10 Nebraska's Crime Victims. Steve Williams and Lynn K. White. Price: $1.00.

#11 Fun and Games: Nebraskans and the Great Outdoors. Alan Booth and Kathleen Foote. Price: $.75.

NASIS 79 # 1 Designs, Procedures, Instruments and Forms for the 1979 NASIS. Lynn K. White. Price: $ 7.50.

2 Taxes: Are They Fair? Susan Welch and Alan Booth. Price: $ .50.

3 Nebraska's Children - Learning to Work. Lynn K. White and David B. Brinkerhoff. Price: $ .75.

4 Nebraskans' Evaluation of their State Government. Alan Booth and Susan Welch. Price: $ .50.

5 Nebraskans and State Water Policy: Part I. Susan Welch and Gordon Kissel. Price: $ .50.

6 Energy: Voluntary Household Conservation in Nebraska. Lynn K. White and Nikolai Rudakov. Price: $ 1.00.

7 Nebraskans and State Water Policy: Part II. Susan Welch and Gordon Kissel. Price: $ .50.

8 Nebraakans and Thier Mental Health. Peter G. Beeson and Alan Booth. Price: $ 1.00.

9 Nebraska's Multiple Melting Pot. Hugh P. Whitt and J. Allen Williams, Jr. Price: $ 1.00.

#10 Employed Wives and Marital Adjustment. J. Allen Williams, Jr. and Alan Booth. Price: $ 1.00.

#11 In Sickness and In Health. M. David Sallee and Alan Booth. Price: $ .75.

NASIS 80 # 1 Designs, Procedures, Instruments and Forms for the 1980 NASIS. Lynn K. White. Price: $7.50.

2 Status of Women in Nebraska. Susan Welch and Alan Booth. Price: $1.00.

3 Congressional District and Planning Region Databook for the State of Nebraska. Lynn K. White. Price: $1.50.

4 Nebraskans and Their Local Government. Susan Welch and Alan Booth. Price: $ .75.

5 Migration in Nebraska: Movers and Stayers 1977-79. Lynn K. White. Price: $ .75.

6 Nebraskans and Their University. David Brinkerhoff and Alan Booth. Price: $ .75.

7 Nebraskans and Educational Pluralism. Helen Moore. Price: $1.00.

8 Nebraskans and State Water Policy: An Update. Susan Welch. Price: $ .75.

9 Food for Thought: Nebraskans Views on the Food Tax and Other State and Local Taxes. Susan Welch. Price: $ .75.

#10 Nebraskans View the Recession. Alan Booth and Lynn K. White. Price: $ .75.

#11 The Good Life: Smaller is Better. Laurie Eells. Price: $ .75.

#12 Public Opinion and the Public Schools. Lynn K. White. Price: $1.00.

APPENDIX B

INTERVIEW SCHEDULE

Bureau of Sociological Research
Department of Sociology
University of Nebraska-Lincoln
Lincoln, Nebraska 68588

NASIS-1982
INTERVIEW SCHEDULE

SEQUENCE NUMBER:

TYPE:

11 - 12

INTERVIEWER NAME & NUMBER HERE

13 - 14 - 15

1. WRITE SERIAL NO. FROM COVER SHEET HERE: 16 17 18 19

2. TIME INTERVIEW BEGAN (Use 24 hour clock, i.e., 1 o'clock is 1300.) 20 21 22 23

3. TIME INTERVIEW ENDED (Including Interviewer Ratings at End.) 24 25 26 27

4. LENGTH OF INTERVIEW IN MINUTES 28 29 30

5. DATE INTERVIEW COMPLETED Mo. 31 32 / Day 33 34

6. DAY OF WEEK INTERVIEW COMPLETED

M.....	1	
Tu....	2	
Wed...	3	
Th....	4	35
F.....	5	
Sat...	6	
Sun...	7	

1. First, I would like to know who lives there and a little about each person. What is the name of each person who lives there today, excluding temporary visitors. LIST IN ORDER - PRINCIPAL INCOME EARNER, SPOUSE, CHILDREN FROM OLDEST TO YOUNGEST, OTHER RELATIVES, OTHERS NOT RELATED TO PRINCIPAL INCOME EARNER (BOARDERS, FRIENDS, ETC.). FOR EACH PERSON NAMED, ASK: (RECORD ANSWERS ON SUMMARY TABLE.)

2. How is this person related to the principal income earner?

3. Is this person male or female?

4. What was this person's age on (his/her) last birthday?

5. Is this person married, never married, divorced, widowed, or separated?

6. How many years of schooling has this person completed?

   A. IF FINISHED 9th - 12th GRADE, OR DK: Did (you/he/she) ever get a high school diploma or GED Certificate?

   B. IF MORE THAN 12 YEARS, ASK: Do you (Does he/she) have any college degrees? IF YES, What degree or degrees?

(CODE HIGHEST DEGREE EARNED. RESPONSE CATEGORIES: Less than high school = 0, High School = 1, Associate or Junior College = 2, Bachelor's = 3, Graduate Degree = 4, DK = 8, REF = 9.)

USE THE TABLE OF RANDOM NUMBERS ON COVER SHEET TO SELECT A CHILD. IN SELECTION PROCESS ONLY CHILDREN OF R. 6 - 17 YEARS OF AGE ARE ELIGIBLE.

CODE THE STATUS OF EACH INDIVIDUAL IN THE SURVEY.

Have I missed anyone who usually stays there but is temporarily away?
(THIS MEANS PEOPLE WHO NORMALLY LIVE THERE BUT ARE GONE FOR A SHORT PERIOD OF TIME. NOT, FOR EXAMPLE, COLLEGE STUDENTS OR OTHERS WITH ANOTHER ADDRESS WHO ARE AWAY MOST OF THE TIME. THESE WOULD NOT BE INCLUDED.)

1982 SUMMARY TABLE FOR PERSONS IN DWELLING UNIT

	Relation to P.I.E.							Marital Status								Status in Survey				
RESIDENTS	P.I.E.	Spouse	Child	Relative	Other	Sex 1 2	Age	Married	Widowed	Divorced	Separated	Never Married	Married, Living Apart	Years of School- ing-	High- est Degree	Respondent	R.'s Spouse	Selected Child	Other	
1.______	1	2	3	4	5	M F (37)	__ __	1	2	3	4	5	6	__ __	(43)	1	2	3	4	36-44
2.______	1	2	3	4	5	M F (46)	__ __	1	2	3	4	5	6	__ __	(52)	1	2	3	4	45-53
3.______	1	2	3	4	5	M F (55)	__ __	1	2	3	4	5	6	__ __	(61)	1	2	3	4	54-62
4.______	1	2	3	4	5	M F (64)	__ __	1	2	3	4	5	6	__ __	(70)	1	2	3	4	63-71
5.______	1	2	3	4	5	M F (73)	__ __	1	2	3	4	5	6	__ __	(79)	1	2	3	4	72-80
6.______	1	2	3	4	5	M F (12)	__ __	1	2	3	4	5	6	__ __	(18)	1	2	3	4	CARD 2 11-19
7.______	1	2	3	4	5	M F (21)	__ __	1	2	3	4	5	6	__ __	(27)	1	2	3	4	20-28
8.______	1	2	3	4	5	M F (30)	__ __	1	2	3	4	5	6	__ __	(36)	1	2	3	4	29-37
9.______	1	2	3	4	5	M F (39)	__ __	1	2	3	4	5	6	__ __	(45)	1	2	3	4	38-46
10.______	1	2	3	4	5	M F (48)	__ __	1	2	3	4	5	6	__ __	(54)	1	2	3	4	47-55

7. In what county do you live? ______________________

8. Do you live on a farm, in open country but not on a farm, or in a town or city?

Farm	1	
Open country but not farm	2	
Town or City	3	56
DK	8	
REF	9	

IF TOWN OR CITY, ASK:

A. What community do you live in? ______________________ (Name of Town or City)

9. Is someone from your household actively farming or ranching this year?

Yes	1	
No	2	57
DK	8	
REF	9	

10. How satisfied are you with (NAME OF CITY/TOWN/COUNTY) as a place to live in? Would you say you are very satisfied, satisfied, dissatisfied, very dissatisfied, or neither satisfied nor dissatisfied?

Very satisfied	1	
Satisfied	2	
Neither satisfied nor dissatisfied	3	
Dissatisfied	4	58
Very dissatisfied	5	
DK	8	
REF	9	

11. All things considered, would you say that your community is safer from crime, about as safe, or not as safe as it was two years ago?

Safer from crime	1	
About as safe	2	
Not as safe	3	
Did Not Live in This Community Two Years Ago	4	59
DK	8	
REF	9	

12. How do you feel about the quality of the public schools that the children in your neighborhood go to? Would you say it is very good, fairly good, neither good nor bad, not very good, or not good at all?

Very good 1
Fairly good 2
Neither good nor
bad 3
Not very good . . . 4
Not good at all . . 5 60
DK. . . . 8
REF . . . 9

13. Which of the following comes closest to the kind of housing unit you now live in? (READ LIST AND STOP WHEN R. SELECTS UNIT TYPE.)

Mobile home 1
Detached single family
house. 2
Townhouse 3
Apartment 4 61
Other (Specify) 5
____
DK. . . . 8
REF . . . 9

14. Do you or some member of your household own your home or are you renting or buying?

Own 1
Buying. 2
Renting 3
Other 4 62
DK. . . . 8
REF . . . 9

15. Last week, were you working full-time, part-time, going to school, keeping house, or what?

Skip to Q.15.B.	Working full-time (35 hours or more)	01	
	Working part-time (1-34 hours)	02	
	With a job, but not at work because of temporary illness, vacation, or strike	03	
	Unemployed, laid off, looking for work	04	
	Retired	05	63
	In School	06	64
	Keeping House	07	
	Other (Specify) ______________________	08	
	DK.	98	
	REF	99	

A. Were you ever employed for as long as one year?

	Yes	1	
SKIP TO Q. 16.	No.	2	65
	DK.	8	
	REF	9	

B. What kind of work do (did) you normally do? (OBTAIN JOB TITLE, DUTIES, INDUSTRY, SELF-EMPLOYED OR EMPLOYEE. IF FARM, OBTAIN NUMBER OF ACRES OWNED AND RENTED, WHETHER IRRIGATED OR NONIRRIGATED.)

____

____

____

IF CURRENTLY EMPLOYED:

C. How long have you worked at this job?

NUMBER OF MONTHS.	___ ___ ___	66
DK.	998	67
REF	999	68

D. On the whole, how satisfied are you with the work you do -- would you say you are very satisfied, moderately satisfied, a little dissatisfied, or very dissatisfied?

Very satisfied.	1	
Moderately satisfied.	2	
A little dissatisfied	3	
Very dissatisfied	4	69
DK.	8	
REF	9	

ASK IF R. IS CURRENTLY MARRIED. OTHERWISE, SKIP TO Q. 17.

16. Last week was your (wife/husband) working full-time, part-time, going to school, keeping house, or what?

Skip to Q. 16.B.	Working full-time (35 hours or more)	01	
	Working part-time (1 to 34 hours)	02	
	With a job, but not at work because of temporary illness, vacation, or strike	03	
	Unemployed, laid off, looking for work	04	70
	Retired	05	71
	In School	06	
	Keeping House	07	
	Other (Specify)______________________________ .	08	
	DK. . . .	98	
	REF . . .	99	

IF RETIRED, IN SCHOOL, KEEPING HOUSE, OR OTHER:

A. Did (he/she) ever work for as long as one year?

	Yes	1	
SKIP TO Q. 17.	No.	2	72
	DK. . . .	8	
	REF . . .	9	

B. What kind of work does (did) (he/she) normally do? (OBTAIN JOB TITLE, DUTIES, INDUSTRY, SELF-EMPLOYED OR EMPLOYEE. IF FARM, OBTAIN NUMBER OF ACRES OWNED AND RENTED, IRRIGATED OR NONIRRIGATED.)

____

____

____

ASK ONLY IF SPOUSE CURRENTLY WORKING FULL- OR PART-TIME. OTHERWISE, SKIP TO Q. 17.

C. How long has (he/she) worked at this job?

NUMBER OF MONTHS. ___ ___ ___		73
DK.	998	74
REF	999	75

17. Taking all things together, how would you say you are these days? Would you say you are very happy, pretty happy, or not too happy?

Very happy. 1
Pretty happy. . . . 2
Not too happy . . . 3 76
DK. . . . 8
REF . . . 9

Now we want to ask you a few questions about your marital history.

18. How many times have you been married?

Once. 1
Twice 2
Three times 3
Four or More times. 4 77
DK. . . . 8
REF . . . 9

19. FILL IN THE MARITAL HISTORY CHART BELOW. YOU MAY USE YOUR OWN WORDS AND ALTER THE QUESTIONS TO SUIT THE CIRCUMSTANCES. IN EACH CASE, BEGIN WITH EARLIEST MARRIAGE AND WORK ACROSS THE CHART, ASCERTAINING AGE AT MARRIAGE, WHETHER THE MARRIAGE IS STILL INTACT, REASON FOR MARRIAGE END, AND AGE AT MARRIAGE END. CONTINUE THROUGH THE CHART UNTIL YOU HAVE REACHED AN INTACT MARRIAGE.

MARITAL HISTORY CHART

Marriage Number	Age at Marriage	Intact		Reason for Marriage End			R.'s Age at Marriage End	
		Yes	No	Death	Div.	Sep.		CARD 3:
1	__ __	1	2	1	2	3	__ __	11-16
2	__ __	1	2	1	2	3	__ __	17-22
3	__ __	1	2	1	2	3	__ __	23-28
4	__ __	1	2	1	2	3	__ __	29-34

ASK ONLY IF CURRENTLY MARRIED AND LIVING WITH SPOUSE. OTHERWISE, SKIP TO Q. 21.

20. Taking all things together, how would you describe your marriage? Would you say that your marriage is very happy, pretty happy, or not too happy?

Very happy. 1
Pretty happy. . . . 2
Not too happy . . . 3 35
DK. . . . 8
REF . . . 9

21. What is your religious preference? Is it Protestant, Catholic, Jewish, or some other religion, or no religion?

Protestant.	1	
Catholic.	2	
Jewish.	3	
None.	4	
Other (Specify Religion and/or Denomination).	5	36
DK. . . .	8	
REF . . .	9	

22. What specific denomination is that, if any?

Baptist	01	
Methodist	02	
Lutheran.	03	
Presbyterian.	04	
Episcopalian.	05	
Church of Christ.	06	
Evangelical Free Church .	07	
Congregational.	08	
Christian (Disciples of Christ).	09	37
United Church of Christ .	10	38
First Christian	11	
Assembly of God	12	
No Denomination/None. . .	13	
Other (Specify)	14	
DK. . . .	98	
REF . . .	99	

23. Did you happen to attend religious services in the last seven days?

Yes	1	
No.	2	39
DK. . . .	8	
REF . . .	9	

24. Like most states, Nebraska faces the problem of having enough tax money to pay for the various services and programs that the state government provides. One way to solve the problem is to raise taxes. Another way to resolve the problem is to reduce state services and programs. Which do you prefer? IF "RAISE TAXES" OR "REDUCE SERVICES," PROBE: Do you feel strongly about this or not?

Raise taxes--strongly . .	1	
Raise taxes--not strongly/ Don't Know	2	
Reduce Services and Programs--not strongly/ Don't Know	3	40
Reduce Services and Programs--strongly. . .	4	
Other	5	
DK. . . .	8	
REF . . .	9	

25. If taxes do have to be raised there are several different possibilities -- for example, property taxes, state income taxes, state sales taxes. Please tell me if you would favor or oppose using the following if more tax money does have to be raised.

	Favor	Oppose	Depends	DK	REF	
a. Property taxes	1	2	3	8	9	41
b. State income tax	1	2	3	8	9	42
c. State sales tax	1	2	3	8	9	43
d. State gas tax	1	2	3	8	9	44
e. Alcohol and Tobacco taxes	1	2	3	8	9	45

26. Most of the money government spends comes from the taxes you and others pay. For each of the following, please tell me whether you think government here in Nebraska should be spending more, less, or about the same as now. First, how about ______________________-- should more, less, or same be spent?

	MORE	SAME	LESS	DK	REF	
a. Environmental programs	1	2	3	8	9	46
b. Programs for the poor	1	2	3	8	9	47
c. Public grade schools and high schools	1	2	3	8	9	48
d. Streets and highways	1	2	3	8	9	49
e. Law enforcement	1	2	3	8	9	50
f. Public colleges and universities	1	2	3	8	9	51
g. Health care and hospitals	1	2	3	8	9	52
h. Energy programs	1	2	3	8	9	53
i. Public transportation	1	2	3	8	9	54
j. Prisons	1	2	3	8	9	55
k. Programs for the elderly	1	2	3	8	9	56
l. Industrial growth and development	1	2	3	8	9	57
m. Parks and recreation	1	2	3	8	9	58
n. Tourism	1	2	3	8	9	59

27. Generally speaking, do you consider yourself a Democrat, Republican, Independent, or what?

DEMOCRAT OR REPUBLICAN:

A. Do you consider yourself a strong or not so strong (Democrat/Republican)?

Strong Democrat 1
Not strong Democrat . . . 2
Not strong Republican . . 3
Strong Republican 4 60
DK. . . . 8
REF . . . 9

INDEPENDENT OR OTHER:

B. Do you think of yourself as being closer to the Democratic party or to the Republican party?

Lean to Democratic. . . . 1
Independent--lean to neither 2
Lean to Republican. . . . 3
Other--lean to neither. . 4 61
DK. . . . 8
REF . . . 9

28. In politics today, do you think of yourself as a liberal, a conservative, or as middle-of-the-road, or don't you think of yourself in these terms?

IF LIBERAL OR CONSERVATIVE: Do you consider yourself a strong or not so strong (LIBERAL/CONSERVATIVE)?

IF MIDDLE-OF-THE-ROAD: Do you think of yourself as closer to liberals or as closer to conservatives?

Strong liberal	01	
Not so strong liberal	02	
Closer to liberals	03	
Middle-of-the-road	04	
Closer to conservatives	05	
Not so strong conservative	06	
Strong conservative	07	62
Reject terms	08	63
DK	98	
REF	99	

We are interested in how people are getting along financially these days.

29. Compared with American families in general, would you say your family income is far below average, below average, average, above average, or far above average? (PROBE: JUST YOUR BEST GUESS.)

Far below average	1	
Below average	2	
Average	3	
Above average	4	
Far above average	5	64
DK	8	
REF	9	

30. What about your financial prospects? Do you feel that you're better off this year than you were two years ago at this time, about the same or worse off?

Better	1	
Same	2	
Worse	3	65
DK	8	
REF	9	

(QUESTIONS 31 THROUGH 40 ARE NOT IN THIS FORM.)

(Card 3, Col.66-Col. 80, Card 4, Col.11-Col. 38 Not In This Form.)

41. How often do you wear car seatbelts while you are in a passenger car?

Almost always . . .	1	CARD 4:
Sometimes	2	
Rarely.	3	
Never	4	39
DK. . . .	8	
REF . . .	9	

(QUESTIONS 42 THROUGH 58 NOT IN THIS FORM.)

(Card 4, Col.40-Col. 61 Not In This Form.)

Now I would like to ask you some questions about the Social Security Program.

59. A. Is (Was) your job covered by Social Security? (RECORD ANSWERS ON CHART BELOW.)

B. (ASK ONLY IF EVER MARRIED): Is (Was) your spouse's job covered by Social Security? (RECORD ANSWERS ON CHART BELOW.)

	RESPONDENT	SPOUSE	
Covered by Social Security	1	1	
Not covered	2	2	62
Not employed	3	3	
DK/Not Sure	8	8	63
REF	9	9	

60. Is the total amount of life insurance coverage on your family's principal wage earner $50,000 or more, or less than $50,000? Be sure to include all group insurance, individual life insurance and death benefits (if any) from pension plans.

$50,000 Or More	1	
Less Than $50,000	2	64
DK. . . .	8	
REF . . .	9	

MORE THAN $50,000:

$50,000 - $74,999 .	1	
$75,000 - $99,999 .	2	
$100,000 and Over .	3	65
DK. . . .	8	
REF . . .	9	

LESS THAN $50,000:

Under $10,000 . . .	1	
$10,000 - $24,999 .	2	
$25,000 - $49,999 .	3	66
DK. . . .	8	
REF . . .	9	

61. Here are two statements on the purpose of the Social Security retirement benefits program. Which comes closer to your view of what the program's purpose should be?

Statement A: Social Security retirement benefits should provide enough money to meet the basic needs and obligations of retired people.

Statement B: Social Security retirement benefits should only supplement other sources of income so that retired people can meet their basic needs and obligations.

Statement A	1	
Statement B	2	
Neither (VOL.). . .	3	67
DK/Not Sure . .	8	
REF	9	

62. There is an earnings test for Social Security benefits. Those benefits are reduced or eliminated when a Social Security recipient has more than a specified level of earnings. Which of the following statements about the earnings test comes closest to your view?

Statement A: The earnings test should be eliminated because Social Security benefits have been "bought and paid for" and it is unfair to withhold benefits just because the recipient continued to work.

Statement B: The earnings test should be maintained because Social Security benefits are to replace lost income, and the earnings test provides a measure of whether a loss of income has actually occurred.

Statement A	1	
Statement B	2	
Neither (VOL.). . .	3	68
DK/Not Sure .	8	
REF	9	

63. It has been proposed that this earnings test be eliminated for people age 65 and over. Do you strongly favor, mildly favor, mildly oppose, or strongly oppose eliminating this test for people age 65 and over?

Strongly favor. . .	1	
Mildly favor. . . .	2	
Mildly oppose . . .	3	
Strongly oppose . .	4	69
DK/Not Sure .	8	
REF	9	

64. How much confidence do you have that the Social Security system will have the funds to provide retirement benefits for you (AND YOUR SPOUSE)? Would you say you have complete confidence, a great deal of confidence, only a little confidence, or no confidence?

Complete confidence . . .	1	
Great deal of confidence.	2	
Only a little confidence.	3	
No confidence	4	
Not eligible for Social Security Retirement Benefits (VOL.)	5	70
DK/Not Sure .	8	
REF	9	

65. It has been suggested that the social security taxes should be increased in order to maintain the Social Security system. Would you strongly favor, mildly favor, mildly oppose, or strongly oppose increasing social security taxes?

Strongly favor. . .	1	
Mildly favor. . . .	2	
Mildly oppose . . .	3	
Strongly oppose . .	4	71
DK/Not Sure .	8	
REF	9	

66. One alternative to increasing Social Security taxes is lowering Social Security retirement benefits. Would you strongly favor, mildly favor, mildly oppose, or strongly oppose lowering Social Security retirement benefits instead of increasing taxes?

Strongly favor. . .	1	
Mildly favor. . . .	2	
Mildly oppose . . .	3	
Strongly oppose . .	4	72
DK/Not Sure .	8	
REF	9	

67. Another alternative to increasing Social Security taxes is raising the age at which full retirement benefits are paid from 65 years old to 68 years. Would you strongly favor, mildly favor, mildly oppose, or strongly oppose raising the age for retirement benefits instead of increasing taxes?

Strongly favor. . .	1	
Mildly favor. . . .	2	
Mildly oppose . . .	3	
Strongly oppose . .	4	73
DK/Not Sure .	8	
REF	9	

68. It has been suggested that the Social Security program be ended. Would you strongly favor, mildly favor, mildly oppose, or strongly oppose ending the Social Security program?

Strongly favor. . .	1	
Mildly favor. . . .	2	
Mildly oppose . . .	3	
Strongly oppose . .	4	74
DK/Not Sure .	8	
REF	9	

69. If you could chose (have chosen) whether or not you would be in the Social Security system, which would you choose (have chosen) -- to be in the system and pay Social Security taxes, or to get out of the system and not pay Social Security taxes?

Be in Social Security . .	1	
Get out of Social Security.	2	75
DK/Not Sure .	8	
REF	9	

(QUESTIONS 70 THROUGH 73 NOT IN THIS FORM.)

(Card 4,Co
76-78,Card
5, Col.11-
Col.34 Not
In This
Form.)

28. In politics today, do you think of yourself as a liberal, a conservative, or as middle-of-the-road, or don't you think of yourself in these terms?

IF LIBERAL OR CONSERVATIVE: Do you consider yourself a strong or not so strong (LIBERAL/CONSERVATIVE)?

IF MIDDLE-OF-THE-ROAD: Do you think of yourself as closer to liberals or as closer to conservatives?

Strong liberal.	01	
Not so strong liberal . .	02	
Closer to liberals. . . .	03	
Middle-of-the-road. . . .	04	
Closer to conservatives .	05	
Not so strong conservative	06	
Strong conservative . . .	07	62
Reject terms.	08	63
DK. . . .	98	
REF . . .	99	

We are interested in how people are getting along financially these days.

29. Compared with American families in general, would you say your family income is far below average, below average, average, above average, or far above average? (PROBE: JUST YOUR BEST GUESS.)

Far below average .	1	
Below average . . .	2	
Average	3	
Above average . . .	4	
Far above average .	5	64
DK. . . .	8	
REF . . .	9	

30. What about your financial prospects? Do you feel that you're better off this year than you were two years ago at this time, about the same or worse off?

Better	1	
Same	2	
Worse.	3	65
DK. . . .	8	
REF . . .	9	

31. This Winter (1981-82), what setting do you generally keep your thermostat on during the day when you are home?

RECORD DEGREES. . . . . __ __ 66
No Thermostat/Doesn't Work/DK 98 67
REF. 99

32. What setting do you generally keep your thermostat on during the night?

RECORD DEGREES. . . . . __ __ 68
No Thermostat/Doesn't Work/DK 98 69
REF. 99

33. What is the thermostat generally set at when nobody is home? (Not Vacation.)

RECORD DEGREES. . . . . __ __ 70
No Thermostat/Doesn't Work/DK 98 71
REF. 99

34. Last summer, what temperature was your air conditioning usually set at?

RECORD DEGREES. . . . . __ __ 72
No Air Conditioning Unit. 95 73
Don't Use Air Conditioning Unit 96
No Thermostat/Doesn't Work/DK 98
REF. 99

35. As I read the following list, would you tell me if you have taken any of the following actions in order to reduce your home energy consumption? We are concerned only with actions taken in 1981. (DO NOT USE CATEGORIES AS PROBES, BUT CODE RESPONSES AS ACCURATELY AS POSSIBLE INTO THESE CATEGORIES:)

Yes. 1
No 2
No, Installed Previously 3
No, It Is Impossible 4
No, Not Economically Feasible. 5
No, We Rent. 6
DK. . . . 8
REF . . . 9

A. Caulk or put weatherstripping around doors and windows? (LAST YEAR ONLY). . . . . __ 74
B. Install storm windows? (FOR THE FIRST TIME LAST YEAR). . __ 75
C. Install storm doors: (FOR THE FIRST TIME LAST YEAR). . __ 76
D. Add attic insulation? (LAST YEAR ONLY). . . . . __ 77
E. Add insulation inside the walls? (LAST YEAR ONLY). . . __ 78
F. Add outside wall siding? (LAST YEAR ONLY). . . __ 79
G. Is there anything else, different from above, you have done in 1981 to reduce your home energy consumption? Please specify: (ADDITIONAL MEASURES ONLY.). . . . . . . __ 80

____

____

____

____

36. Did you purchase any of the following electric or gas appliances since March 1981? Please indicate which appliances are for replacement of old appliances and which are additional.

	Replacement	Additional	Not Purchased	DK	REF	CARD 4:
a. Central air conditioner	1	2	3	8	9	11
b. Room air conditioner	1	2	3	8	9	12
c. Refrigerator	1	2	3	8	9	13
d. Freezer	1	2	3	8	9	14
e. Electric water heater	1	2	3	8	9	15
f. Gas water heater	1	2	3	8	9	16
g. Electric range	1	2	3	8	9	17
h. Gas range	1	2	3	8	9	18
i. Electric dryer	1	2	3	8	9	19
j. Gas dryer	1	2	3	8	9	20

37. When you are shopping for new appliances how much consideration do you give to its energy efficiency? (DO NOT USE CATEGORIES AS PROBES BUT CODE RESPONSES AS ACCURATELY AS POSSIBLE INTO THESE CATEGORIES.)

No consideration, don't care.	1	
Little consideration.	2	
Consideration in general (Yes, I do). .	3	
A great deal of consideration (also, much, etc.).	4	21
DK. . . .	8	
REF . . .	9	

38. How often do you read the energy guide labels on major appliances?

Always.	1	
Sometimes	2	
Rarely.	3	
Never	4	22
DK. . . .	8	
REF . . .	9	

39. When you are shopping for a new or used car, how important to you are the following issues -- very important, somewhat important, or not at all important?

	Very Important	Somewhat Important	Not at All Important	DK	REF	
a. Comfort/Luxury	1	2	3	8	9	23
b. Gas mileage	1	2	3	8	9	24
c. Car manufacturer	1	2	3	8	9	25
d. Cost	1	2	3	8	9	26

1. Of these four, which is the very most important?

Comfort/Luxury.	1	
Gas mileage	2	
Car manufacturer.	3	
Cost.	4	
All are the same.	5	27
DK. . . .	8	
REF . . .	9	

40. Now we would like to find out about your interests in the following events. Would you say you are very much interested, somewhat interested or not much interested?

	Very Much Interested	Somewhat Interested	Not Much Interested	DK	REF	
A. Things your local schools and school board do? Would you say very much interested, somewhat interested, or not much interested?	1	2	3	8	9	28
B. The economy -- things like prices, inflation, and employment?	1	2	3	8	9	29
C. Decisions your mayor and city officials make?	1	2	3	8	9	30
D. What the governor and state legislature are doing?	1	2	3	8	9	31
E. Events in world affairs, such as in (Iran or Poland)?	1	2	3	8	9	32
F. What the President does?	1	2	3	8	9	33
G. Decisions made by courts and juries?	1	2	3	8	9	34
H. What the government is doing about energy and oil?	1	2	3	8	9	35
I. The decisions your city makes about local taxes, zoning, and so forth?	1	2	3	8	9	36
J. What happens in the universities and colleges here in Nebraska?	1	2	3	8	9	37
K. The kind of defense budget we have in the U.S.?	1	2	3	8	9	38

41. How often do you wear car seatbelts while you are in a passenger car?

Almost always . . .	1	
Sometimes	2	
Rarely.	3	
Never	4	39
DK. . .	8	
REF . .	9	

40. Now we would like to find out about your interests in the following events. Would you say you are very much interested, somewhat interested or not much interested?

	Very Much Interested	Somewhat Interested	Not Much Interested	DK	REF	
A. Things your local schools and school board do? Would you say very much interested, somewhat interested, or not much interested?	1	2	3	8	9	28
B. The economy -- things like prices, inflation, and employment?	1	2	3	8	9	29
C. Decisions your mayor and city officials make?	1	2	3	8	9	30
D. What the governor and state legislature are doing?	1	2	3	8	9	31
E. Events in world affairs, such as in (Iran or Poland)?	1	2	3	8	9	32
F. What the President does?	1	2	3	8	9	33
G. Decisions made by courts and juries?	1	2	3	8	9	34
H. What the government is doing about energy and oil?	1	2	3	8	9	35
I. The decisions your city makes about local taxes, zoning, and so forth?	1	2	3	8	9	36
J. What happens in the universities and colleges here in Nebraska?	1	2	3	8	9	37
K. The kind of defense budget we have in the U.S.?	1	2	3	8	9	38

(QUESTION 41 NOT IN THIS FORM.)

(Col. 39 Not in This Form)

There have been a lot of changes in people's life styles recently. I want to ask you about some changes that might have happened to you.

42. During the last three years, have you traveled to visit friends and relatives more often, less often, or about as often as you used to?

More 1
Same 2
Less 3 40
DK. . . . 8
REF . . . 9

43. During the last three years, have you been entertaining friends and relatives in your home more often, less often, or about as often as you used to?

More 1
Same 2
Less 3 41
DK. . . . 8
REF . . . 9

44. During the last three years have you been exchanging gifts with more friends and relatives than you used to, fewer, or about the same number?

More 1
Same 2
Less 3 42
DK. . . . 8
REF . . . 9

45. Has the increased cost of fuel and food led to a reduction in your family's standard of living in the last three years?

Yes 1
No. 2 43
DK. . . . 8
REF . . . 9

46. Do you anticipate that increased cost of fuel and food will lead to a reduction in your family's standard of living over the next five years?

Yes 1
No. 2 44
DK. . . . 8
REF . . . 9

47. In the next ten years do you think the standard of living in America will increase, decrease, or remain about the same?

Increase. 1
Decrease. 2
Remain the same . . 3 45
DK. . . . 8
REF . . . 9

Some people are predicting that America will face shortages of vital resources within the next generation, so that many people will be unable to get anough food, fuel, or water.

48. What do you think? Do you believe that people in this country will face severe shortages?

Yes 1
SKIP TO Q. 49. No. 2 46
DK. . . . 8
REF . . . 9

A. Do you believe that these shortages will occur within the next ten years?

Yes 1
No. 2 47
DK. . . . 8
REF . . . 9

B. Do you think these will affect you personally?

Yes 1
No. 2 48
DK. . . . 8
REF . . . 9

C. Do you think these will be permanent shortages or that they will be temporary?

Permanent. . . 1
Temporary. . . 2 49
DK. . . . 8
REF . . . 9

49. Assuming for a moment that these shortages do materialize, we would like you to consider what your reactions might be. Please tell me whether you generally agree or disagree with the following statements.

When there are shortages, people should not be critical of elected officials even if they disagree with them.

Agree. 1
Disagree . . . 2 50
DK. . . . 8
REF . . . 9

50. We should trust elected officials to do what is best in the event of shortages.

Agree. 1
Disagree . . . 2 51
DK. . . . 8
REF . . . 9

51. In times of food or fuel shortages, producers are justified in asking the highest price the market will bear.

Agree. 1
Disagree . . . 2 52
DK. . . . 8
REF . . . 9

52. Do you generally agree or disagree that, during hard times, money should be taken from the rich and given to the poor.

Agree.	1	
Disagree . . .	2	53
DK. . . .	8	
REF . . .	9	

53. When there are shortages, the poor should have to look after themselves.

Agree.	1	
Disagree . . .	2	54
DK. . . .	8	
REF . . .	9	

54. If fuel becomes scarce, the government should ration it so that everybody gets some.

Agree.	1	
Disagree . . .	2	55
DK. . . .	8	
REF . . .	9	

55. It is better to stick by what you have than to be trying new things you don't really know about.

Agree.	1	
Disagree . . .	2	56
DK. . . .	8	
REF . . .	9	

56. If you start trying to change things very much, you usually make them worse.

Agree.	1	
Disagree . . .	2	57
DK. . . .	8	
REF . . .	9	

57. I would want to know that something would really work before I would be willing to take a chance on it.

Agree.	1	
Disagree . . .	2	58
DK. . . .	8	
REF . . .	9	

58. Now we would like to find out what you think is acceptable behavior during shortages. Tell me whether you agree or disagree with each of the following statements.

A. It is acceptable for people to join an organization to try to protect their interests.

Agree. 1
Disagree . . . 2 59
DK. . . . 8
REF . . . 9

B. It is acceptable to take part in a protest meeting, rally, or march.

Agree. 1
Disagree . . . 2 60
DK. . . . 8
REF . . . 9

C. It is acceptable for people to refuse to obey a law that they think unfair.

Agree. 1
Disagree . . . 2 61
DK. . . . 8
REF . . . 9

(QUESTIONS 59 THROUGH 69 NOT IN THIS FORM.)

(Card 4,Col.
62 thru Col.
75 Not In
This Form)

70. It has been suggested that individuals, businesses, and private organizations should help in the financial support of programs for the needy which are currently funded by the state and federal government. What percent of funding for programs for the needy do you think should come from the private sector?

PERCENT	__ __ __	76
DK.	998	77
REF	999	78

71. Programs for the needy are controlled mostly at the federal and state government levels. For each of the follow activities, do you think the federal, state, or local government should have control?

A. Making decisions about which groups will receive assistance or services. (Check all that apply.)

CARD 5:

Federal	__	11
State	__	12
Local	__	13
DK. . . .	8	
REF . . .	9	

B. Establishing policies that regulate how programs operate.

Federal	__	14
State	__	15
Local	__	16
DK. . . .	8	
REF . . .	9	

C. Budgeting welfare dollars among the needy.

Federal	__	17
State	__	18
Local	__	19
DK. . . .	8	
REF . . .	9	

D. Developing and planning programs for the needy.

Federal	__	20
State	__	21
Local	__	22
DK. . . .	8	
REF . . .	9	

E. Monitoring programs that deliver services to the needy.

Federal	__	23
State	__	24
Local	__	25
DK. . . .	8	
REF . . .	9	

72. Locally elected officials are often asked to represent the voter's viewpoints on programs for the needy. Would you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that your local officials represent your views on these programs?

Strongly agree. . . 1
Somewhat agree. . . 2
Somewhat disagree . 3
Strongly disagree . 4 26
DK. . . . 8
REF . . . 9

73. In the face of declining tax dollars for welfare services, which of the following services would you favor continuing? (READ EACH ALTERNATIVE AND CODE: 1 = Yes; 2 = No; 8 = DK; 9 = REF.)

Social services for abused or neglected children. . . . . __ 27
Services for disabled children or adults. . . . . __ 28
Spouse abuse programs . . . . __ 29
Meal services for the elderly of all income levels. . . . __ 30
In-home services for the elderly such as homemakers and yard care. . . . . __ 31
Community programs for the mentally retarded. . . . . . . __ 32
Payments for medical care for low income people . . . . . __ 33
Living expenses for low income families . . . . __ 34

DK. . . . 8
REF . . . 9

Now I am going to ask you some questions about how your health has been recently.

74. Were there any days during the past two weeks that you cut down on your activities because you were sick?

Yes 1
No. 2 35
SKIP TO Q. 75.
DK. . . . 8
REF . . . 9

A. How many days was that?

DAYS . . . . __ __ 36
DK. 98 37
REF 99

B. Did you have to stay in bed all or any part of a day?

Yes 1
No. 2 38
SKIP TO Q. 75.
DK. . . . 8
REF . . . 9

C. How many days did you stay in bed?

DAYS . . . . __ __ 39
DK. 98 40
REF 99

75. During the past year, have you had any health problems or illness that you have had for more than three months?

Yes 1
No. 2 41
DK. . . . 8
REF . . . 9

76. Have you seen a doctor during the last twelve months, since March, 1981?

Yes 1
No. 2 42
SKIP TO Q. 77.
DK. . . . 8
REF . . . 9

A. How many times have you seen a physician in his office or clinic in the last twelve months?

NUMBER . . . __ __ 43
DK. 98 44
REF 99

77. Were you admitted to a hospital during the past year?

Yes 1
No. 2 45
SKIP TO Q. 78.
DK. . . . 8
REF . . . 9

A. How many times were you admitted?

NUMBER . . . __ __ 46
DK. 98 47
REF 99

B. Was any surgery performed during (any of) the stay(s) at the hospital?

Yes 1
No. 2 48
DK. . . . 8
REF . . . 9

78. Are you covered under any public or private health insurance plan?

Yes 1
No. 2 49
DK. . . . 8
REF . . . 9

79. Would you say your own health, in general, is excellent, good, fair, or poor?

Excellent. . . . 1
Good 2
Fair 3
Poor 4 50
DK. . . . 8
REF . . . 9

80. Have you ever felt you were going to have a nervous breakdown?

Yes 1
No. 2 51
DK. . . . 8
REF . . . 9

81. How often do you have your blood pressure checked?

At least once a month . . 1
3 to 11 times a year. . . 2
Twice a year. 3
Once a year 4
Rarely. 5
SKIP TO Q. 83. ——— NEVER 6 52
DK. . . . 8
REF . . . 9

82. Have you ever been told that you have high blood pressure?

Yes 1
No. . . . . 2 — 53
SKIP TO Q. 83. — DK. . . . 8
REF . . . 9

A. Who told you that you had high blood pressure?

Doctor. 1
Nurse 2
Someone else. . . . 3 — 54
DK. . . . 8
REF . . . 9

B. Has any treatment ever been prescribed for your high blood pressure?

Yes 1
No. . . . . 2 — 55
SKIP TO Q. 83. — DK. . . . 8
REF . . . 9

C. Which of the following treatments were prescribed: (READ CATEGORIES.) (CODE: 1 = Yes; 2 = No; 8 = DK; 9 = REF.)

Medication. . . . . __ 56
Salt restricted diet. . . __ 57
Lose weight . . . . __ 58
Exercise. . . . . __ 59
Avoid stress, relax . . . . __ 60
Other (Specify) . . . . . __ 61
____
DK. . . . 8
REF . . . 9

D. Are you still taking medication or following other treatment for high blood pressure?

Yes. 1
Yes, but not as often as recommended. 2
No. . . . . 3 — 62
DK. . . . 8
REF . . . 9

E. As far as you know, is your blood pressure still high?

Yes 1
No. . . . . 2 — 63
DK. . . . 8
REF . . . 9

83. About how much exercise do you get during the day?

A great deal. . . . 1
Some. 2
Hardly any. 3
None at all . . . . 4 — 64
DK. . . . 8
REF . . . 9

84. About how often do you exercise for at least 15-20 minutes -- vigorously enough to cause perspiration?

At least three times per week. . . 1
Once or twice a week 2
Two or three times a month 3
Rarely 4
Never. 5 65
DK. . . . 8
REF . . . 9

85. How often do you have feelings of nervousness, tenseness, stress, or irritability? Would you say all of the time, sometimes, rarely, or never?

All the time. 1
Sometimes 2
Rarely. 3
SKIP TO Q. 88.———NEVER 4 66
DK. . . . 8
REF . . . 9

86. In what ways do you attempt to relieve feelings of nervousness, tenseness, stress, or irritability? (Check all that apply.) (DO NOT USE CATEGORIES AS PROBES.)

Drink alcoholic beverages . . . . __ 67
Medication or pills . . . . __ 68
Exercise. . . . . __ 69
Meditation, prayer, yoga. . . . . __ 70
Let off steam by getting angry. . . . . __ 71
Talk with friends or professionals. . . __ 72
Do nothing, endure the problem. . . . . __ 73
Eating. . . . . __ 74
Smoking . . . . __ 75
Other (Specify) . . . . __ 76
DK. . . . 8
REF . . . 9

87. Which of the following things are a potential source of stress, tenseness, or irritability for you? (Check all that apply.) (READ LIST.)

CARD 6:

Your job. . . . . __ 11
Your spouse . . . . __ 12
Other family members. . . __ 13
Social activities . . . . __ 14
Other (Specify) . . . . . __ 15
NONE/INAP 7
DK. . . . 8
REF . . . 9

88. What is your height without shoes?

_____ Feet _____ Inches 16
(TOTAL INCHES) 17

89. What is your present weight?

18
19
___ ___ ___ (POUNDS) 20

90. Are you overweight?

Yes 1
No. 2 21
DK. . . . 8
REF . . . 9

91. About how often do you limit the amount of fat and cholesterol you eat (including fat in meat, eggs, butter, cream, etc.)? Would you say almost always, sometimes, rarely, or never?

Almost always . . . 1
Sometimes 2
Rarely. 3
Never 4 22
DK. . . . 8
REF . . . 9

92. How often do you limit the amount of salt in your cooking or at the table?

Almost always . . . 1
Sometimes 2
Rarely. 3
Never 4 23
DK. . . . 8
REF . . . 9

93. Do you currently smoke cigarettes?

Yes 1
No. 2 24
DK. . . . 8
REF . . . 9

SKIP TO Q. 94.

A. On the average, how many cigarettes do you smoke each day? (ONE PACK = 20 CIGARETTES.)

RECORD NUMBER . . ___ ___ 25
DK. 98 26
REF 99

B. What would you say is the possibility that five years from now you will be a cigarette smoker? Would you say you will definitely not be a cigarette smoker, probably not be a cigarette smoker, probably be a smoker, or definitely be a cigarette smoker?

Definitely not. . . 1
Probably not. . . . 2
Probably yes. . . . 3
Definitely yes. . . 4 27
DK. . . . 8
REF . . . 9

94. Have you smoked at least 100 cigarettes in your lifetime?

Yes 1
No. 2 28
DK. . . . 8
REF . . . 9

Now we have some questions about your recreational activities.

95. Do you consider yourself an active outdoor person?

Yes 1
No. 2 29
DK. . . . 8
REF . . . 9

(QUESTIONS 96 AND 97 NOT IN THIS FORM.

(Card 6, Cols. 30-45.)

98. Did any members of your household have 1981 fishing permits?

	Yes	1	46
SKIP TO Q. 100	No.	2	
	DK. . . .	8	
	REF . . .	9	

A. Which household members? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ __ __ __ __ __ __ __ __

47-48
49-50
51-52
53-54
55-56

99. How many members of your household had a special free fishing permit as a senior citizen (70 years or older) or veteran (over 65 or disabled only)?

NUMBER.	__ __	57
No Special Permit .	96	58
DK. . . .	98	
REF . . .	99	

A. Which household members had a senior citizen permit? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ __ __ __ __ __ __ __ __

59-60
61-62
63-64
65-66
67-68

B. Which household members had a veterans permit? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ __ __ __ __ __ __ __ __

69-70
71-72
73-74
75-76
77-78

100. How many members of your household under the age of sixteen fished during the past year?

NUMBER.	__ __	79
DK. . . .	98	80
REF . . .	99	

CARD 7:

A. Which household members? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ __ __ __ __ __ __ __ __

11-12
13-14
15-16
17-18
19-20

101. Did any members of your household have a 1981 duck hunting stamp?

Yes	1	
No.	2	21
DK. . . .	8	
REF . . .	9	

102. IF NO CHILDREN 4-17, SAY: I am going to name a number of outdoor activities people participate in during their free time. For each one, I want you to tell me if you have participated in this activity during the last year.

IF CHILDREN 4-17 IN HOUSEHOLD, SELECT A CHILD USING TABLE ON COVER SHEET AND SAY: I am going to name a number of outdoor activities people participate in during their free time. Because we want information on a sample of young people, too, I have randomly selected one of your children (NAME OF CHILD) to include in this question. For each activity, I want you to tell me if you or (NAME OF CHILD) participated in the activity last year.

READ EACH ACTIVITY AND USE YOUR OWN WORDS TO FILL OUT THIS TABLE.

A. Whether Respondent or Child participated in this activity. (CODE 1 = Yes; 2 = No; 8 = DK; 9 = REF.)
If No Participation, SKIP to next activity.

B. For each activity participated in, ask how many days Respondent and Child participated and whether Respondent participated more or less than the year before.

C. Where Respondent did this, Nebraska or some other State?

IF IN NEBRASKA AND OUT-OF-STATE, ASK:
D. What percent of this activity Respondent did out of Nebraska?

IF IN NEBRASKA, ASK:
E. In general, how satisfied are you with the ____________(ACTIVITY) facilities you found in Nebraska?

FOR BOATING ONLY, ASK:
F. What percent of this boating time is used for fishing?

	Self	Child	Number of Days - Self	Number of Days - Child	Less	More	Same	Nebraska	Another St.	Both	If Both - Percent Out Of Nebr.	Very Satisfied	Satisfied	Dissatisfied	Very Dissat.	Neither	DK	REF	Percent Fishing	
BOATING	___ (64)	___	___ ___ ___	___ ___ ___	1	2 (72)	3	1	2	3	___ ___	1	2	3 (76)	4	5	8	9	___ (78)	(CARD 7 - 64-79)
FISHING	___ (31)	___	___ ___ ___	___ ___ ___	1	2 (39)	3	1	2	3	___ ___	1	2	3 (43)	4	5	8	9		(CARD 9 - 31-43)
Lake or Reservoir	___ (44)	___	___ ___ ___	___ ___ (51)																(44-51)
Stream or River	___ (52)	___	___ ___ ___	___ ___ (59)																(52-59)

SKIP TO QUESTION 104.

ASK ONLY OF RESPONDENTS WHO CAMP. OTHERWISE, SKIP TO QUESTION 104.

103. What type of party do you usually camp with? With family, an organized group (scouts, etc.), friends, or by yourself?

Family.	1	
Organized Group . .	2	CARD 9
Friends	3	
Self.	4	
Do Not Camp	5	60
DK. . . .	8	
REF . . .	9	

ASK ONLY OF RESPONDENTS WHO FISH. OTHERWISE, SKIP TO QUESTION 116.

104. Which of the following methods did you use during this past year in your fishing in Nebraska? (CODE: 1 = Yes; 2 = No; 8 = DK: 9 = REF.)

	Rod and Reel.	___	61
	Ice fishing	___	62
	Snagging.	___	63
	Set lines	___	64
	Jug or float lines. . . .	___	65
	Surface spear fishing . .	___	66
	Underwater spear fishing.	___	67
	Bow fishing	___	68
SKIP TO Q. 115.	None of these methods . .	___	69
	DK. . . .	8	
	REF . . .	9	

105. We would like to ask you some questions about where in Nebraska you do your fishing. During the past year, how many times did you fish on privately owned farm ponds, privately owned gravel pits or privately owned lakes? (DO NOT INCLUDE STREAMS.)

		70
NUMBER OF TIMES	___ ___ ___	71
DK.	998	72
REF	999	

106. Now we would like to ask about your fishing during the past year on public lakes, rivers, and streams in Nebraska. During the past year, how many times did you fish public waters?

NUMBER OF TIMES	___ ___ ___	73
DK.	998	74
REF	999	75

96. What are your three favorite outdoor recreation activities? (IF NONE, SKIP TO Q. 98.)

		NONE	DK	REF	
FIRST	____________________	7	8	9	30
SECOND	____________________	7	8	9	31
THIRD	____________________	7	8	9	32

97. What limitations do you find in pursuing your favorite outdoor recreation activities? (DO NOT USE CATEGORIES AS PROBES.) (CHECK ALL THAT APPLY.)

Gasoline limits/Distance.	__	33
Money	__	34
Time from work.	__	35
Family schedules.	__	36
Crowding (weekends, peak seasons)	__	37
Weather	__	38
Limited skills.	__	39
Lack of facilities/ equipment.	__	40
Prefer indoor recreation.	__	41
Geography	__	42
Physical limitations/ Health	__	43
No limitations.	__	44
Other (Specify)	__	45
____________________		
DK. . . .	98	
REF . . .	99	

98. Did any members of your household have 1981 fishing permits?

Yes 1
No. 2 46
DK. . . . 8
REF . . . 9
SKIP TO Q. 100

A. Which household members? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ 47-48
__ __ 49-50
__ __ 51-52
__ __ 53-54
__ __ 55-56

99. How many members of your household had a special free fishing permit as a senior citizen (70 years or older) or veteran (over 65 or disabled only)?

NUMBER. . . . . . __ __ 57
58
No Special Permit . 96
DK. . . . 98
REF . . . 99

A. Which household members had a senior citizen permit? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ 59-60
__ __ 61-62
__ __ 63-64
__ __ 65-66
__ __ 67-68

B. Which household members had a veterans permit? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ 69-70
__ __ 71-72
__ __ 73-74
__ __ 75-76
__ __ 77-78

100. How many members of your household under the age of sixteen fished during the past year?

NUMBER. . . . . . __ __ 79
80
DK. . . . 98
REF . . . 99

CARD 7:

A. Which household members? (LIST HOUSEHOLD NUMBER FROM SUMMARY TABLE.)

__ __ 11-12
__ __ 13-14
__ __ 15-16
__ __ 17-18
__ __ 19-20

101. Did any members of your household have a 1981 duck hunting stamp?

Yes 1
No. 2 21
DK. . . . 8
REF . . . 9

102. IF NO CHILDREN 4-17, SAY: I am going to name a number of outdoor activities people participate in during their free time. For each one, I want you to tell me if you have participated in this activity during the last year.

IF CHILDREN 4-17 IN HOUSEHOLD, SELECT A CHILD USING TABLE ON COVER SHEET AND SAY: I am going to name a number of outdoor activities people participate in during their free time. Because we want information on a sample of young people, too, I have randomly selected one of your children (NAME OF CHILD) to include in this question. For each activity, I want you to tell me if you or (NAME OF CHILD) participated in the activity last year.

READ EACH ACTIVITY AND USE YOUR OWN WORDS TO FILL OUT THIS TABLE.

A. Whether Respondent or Child participated in this activity. (CODE: 1 = Yes; 2 = No; 8 = DK; 9 = REF.) If No Participation, Skip to next activity.

B. For each activity participated in, ask how many days Respondent and Child participated and whether Respondent participated more or less than the year before.

C. Where Respondent did this, Nebraska or some other State?

IF IN NEBRASKA AND OUT-OF-STATE, ASK:
D. What percent of this activity Respondent did out of Nebraska?

IF IN NEBRASKA, ASK:
E. In general, how satisfied are you with the ____________(ACTIVITY) facilities you found in Nebraska?

FOR BOATING ONLY, ASK:
F. What percent of this boating time is used for fishing?

G. Please have the Respondent specify "Other" types of Boating.

FOR CAMPING ONLY, ASK:
H. What percent of this camping was done with a tent rather than a trailer or R.V.?

	Self	Child	Number of Days - Self	Number of Days - Child	Less	More	Same	Nebraska	Another St.	Both	Percent Out of Nebr. if Both	Very Sat.	Satisfied	Dissat.	Very Dissat.	Neither	DK	REF	Percent Tenting/ Fishing	
SWIMMING																				
Outdoor Pool	(22)	—	— — —	— — —	1	2 (30)	3													(22-30)
Beach or Lake	(31)	—	— — —	— — (38)	1	2	3													(31-39)
GOLF	(40)	—	— — —	— — (47)																(40-47)
TENNIS	(48)	—	— — —	— — (55)																(48-55)
CROSS-COUNTRY SKIING	(56)	—	— — —	— — (63)																(56-63)
BOATING	(64)	—	— — —	— — (71)	1	2	3	1	2	3	— —	1	2	3	4 (76)	5	8	9	— — (78)	(64-79)
Power Boating - water skiing	(11)	—	— — —	— — (18)																(CARD 8 - 11-18)
Power Boating - no water skiing	(19)	—	— — —	— — (26)																(19-26)
Canoeing	(27)	—	— — —	— — (34)																(27-34)
Sailing	(35)	—	— — —	— — (42)																(35-42)
Rafting	(43)	—	— — —	— — (50)																(43-50)
Other ______	(51)	—	— — —	— — (58)																(51-58)
HUNTING	(59)	—	— — —	— — —	1	2 (67)	3	1	2	3	— —	1	2	3	4 (71)	5	8	9		(59-71)
CAMPING	—	(12)	— — —	— — —	1	2 (19)	3	1	2	3	— —	1	2	3	4 (23)	5	8	9	— — (25)	(CARD 9 - 11-26)
Treasure Hunting with Metal Detectors	(27)		— — (30)																	(27-30)
FISHING	(31)	—	— — —	— — —	1	2 (39)	3	1	2	3	— —	1	2	3	4 (43)	5	8	9		(31-43)
Lake or Reservoir	(44)	—	— — —	— — (51)																(44-51)
Stream or River	—	—	— — —	— — —																(52-59)

ASK ONLY OF RESPONDENTS WHO CAMP. OTHERWISE, SKIP TO QUESTION 104.

103. What type of party do you usually camp with? With family, an organized group (scouts, etc.), friends, or by yourself?

Family.	1	
Organized Group . .	2	CARD 9
Friends	3	
Self.	4	
Do Not Camp	5	60
DK. . . .	8	
REF . . .	9	

ASK ONLY OF RESPONDENTS WHO FISH. OTHERWISE, SKIP TO QUESTION 116.

104. Which of the following methods did you use during this past year in your fishing in Nebraska? (CODE: 1 = Yes; 2 = No; 8 = DK: 9 = REF.)

	Rod and Reel.	___	61
	Ice fishing	___	62
	Snagging.	___	63
	Set lines	___	64
	Jug or float lines. . . .	___	65
	Surface spear fishing . .	___	66
	Underwater spear fishing.	___	67
	Bow fishing	___	68
SKIP TO Q. 115. ________	None of these methods . .	___	69
	DK. . . .	8	
	REF . . .	9	

105. We would like to ask you some questions about where in Nebraska you do your fishing. During the past year, how many times did you fish on privately owned farm ponds, privately owned gravel pits or privately owned lakes? (DO NOT INCLUDE STREAMS.)

		70
NUMBER OF TIMES	__ __ __	71
DK.	998	72
REF	999	

106. Now we would like to ask about your fishing during the past year on public lakes, rivers, and streams in Nebraska. During the past year, how many times did you fish public waters?

NUMBER OF TIMES	__ __ __	73
DK.	998	74
REF	999	75

Now we would like to ask you about places in Nebraska where you do most of your fishing.

107. Where did you fish on public lakes or streams in Nebraska? In what county is that located? (OR NEAREST TOWN OR CITY.) How many times did you fish there this past year?

	NAME OF STREAM/LAKE	COUNTY	NUMBER OF TIMES	CARD 10:
1.	____________________	________________	__ __	11-12
2.	____________________	________________	__ __	13-14
3.	____________________	________________	__ __	15-16
4.	____________________	________________	__ __	17-18
5.	____________________	________________	__ __	19-20

108. We are also interested in the type of fish you were trying to catch, even if you did not catch any this past year. Of the fish I read to you, will you tell me how many times you have fished for them, even if you did not catch any. (RECORD NUMBER.)

Largemouth Bass . .	__ __	21-22
Smallmouth Bass . .	__ __	23-24
Striped Bass. . . .	__ __	25-26
White Bass.	__ __	27-28
Catfish	__ __	29-30
Walleye	__ __	31-32
Sauger.	__ __	33-34
Northern Pike . . .	__ __	35-36
Trout	__ __	37-38
Paddlefish.	__ __	39-40
Yellow Perch. . . .	__ __	41-42
Crappie	__ __	43-44
Bluegill.	__ __	45-46
Bullhead.	__ __	47-48
Carp.	__ __	49-50
DK.	98	
REF	99	

109. Please tell me each of the months in which you fished during the 1981 calendar year. (CHECK ALL THAT APPLY.)

January	__	51
February.	__	52
March	__	53
April	__	54
May	__	55
June.	__	56
July.	__	57
August.	__	58
September	__	59
October	__	60
November.	__	61
December.	__	62
DK. . . .	8	
REF . . .	9	

110. Have you ever caught a fish with a Game and Parks tag on it?

Yes 1
No. 2 63
SKIP TO Q. 111. DK. . . . 8
REF . . . 9

A. Did you send it in?

Yes 1
No. 2 64
DK. . . . 8
REF . . . 9

111. Did you fish in the Missouri River during 1981?

Yes 1
No. 2 65
SKIP TO Q. 115. DK. . . . 8
REF . . . 9

A. In which county was that?

COUNTY.__________
DK. . . . 8
REF . . . 9

112. What species of fish were you primarily fishing for?

SPECIES .__________
DK. . . . 8
REF . . . 9

113. How many fishing trips to the Missouri River did you make during 1981?

TRIPS . . . . . . __ __ 66
DK. . . . 98 67
REF . . . 99

114. Does access to the river limit your use of the Missouri River?

Yes 1
No. 2 68
DK. . . . 8
REF . . . 9

115. Would you agree to participate in a follow-up fishing study later this fall of your 1982 catch with the Fisheries Division of the State of Nebraska?

Yes 1
No. 2 69
DK. . . . 8
REF . . . 9

116. The roles of community colleges have been expanding over the past few years, while tax dollars decrease. I would like to ask you what you think about the importance of keeping each of the following programs at community colleges in Nebraska. Do you think these are very important programs, somewhat important programs, or not important programs at all to keep operating?

A. Programs providing vocational and technical skills to students (NURSING, DRAFTING, CHILD CARE, MECHANICS, ETC.)?

Very important. . . 1
Somewhat important. 2
Not at all
important. . . . 3 70
DK. . . . 8
REF . . . 9

B. Hobby classes and recreation programs for interested community members?

Very important. . . 1
Somewhat important. 2
Not at all
important. . . . 3 71
DK. . . . 8
REF . . . 9

C. Liberal arts education programs (HISTORY, SOCIAL SCIENCE, FINE ARTS, ETC.)?

Very important. . . 1
Somewhat important. 2
Not at all
important. . . . 3 72
DK. . . . 8
REF . . . 9

D. First and second year college programs that can be transferred by a student to a four-year college or university?

Very important. . . 1
Somewhat important. 2
Not at all
important. . . . 3 73
DK. . . . 8
REF . . . 9

117. During the past year, how many courses have you taken at a community college or junior college in the state of Nebraska?

SKIP TO Q. 118. ——— None. 1
One 2
Two or Three. . . . 3
Four or More. . . . 4 74
DK. . . . 8
REF . . . 9

A. Were these courses primarily vocational/technical courses, hobby/recreational courses, or liberal arts courses?

Vocational/Technical. . . 1
Hobby/Recreational. . . . 2
Liberal Arts. 3
COMBINATION (VOLUNTARY) . 4 75
DK. . . . 8
REF . . . 9

B. Do you intend to complete an associate degree or program certificate at a community college?

Yes 1
No. 2 76
DK. . . . 8
REF . . . 9

118. Do you frequently, sometimes, rarely, or never watch or listen to religious programs on television or radio?

Frequently. 1
Sometimes 2
Rarely. 3
Never 4 77
DK. . . . 8
REF . . . 9

119. Have you heard or read about a movement called the Moral Majority?

Yes 1
No. 2 78
SKIP TO Q. 121. ——— DK. . . . 8
REF . . . 9

120. In general, would you say that you mostly approve, or mostly disapprove of the Moral Majority?

Mostly approve. . . 1
Mostly disapprove . 2 79
DK. . . . 8
REF . . . 9

121. Now I would like to ask you some questions about some current issues. Do you strongly agree, agree, disagree, or strongly disagree with each of the following statements?

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DK	REF	CARD 11:
a. The proposed Equal Rights Amendment to the Constitution should be defeated.	1	2	3	4	8	9	11
b. Sex education classes taught by qualified teachers should be offered to students in all public schools	1	2	3	4	8	9	12
c. The public schools should conduct prayers as part of their official business.	1	2	3	4	8	9	13
d. The government should do whatever is necessary to eliminate all pornography such as X-rated movies and pornographic bookstores	1	2	3	4	8	9	14
e. The United States should increase spending for military defense.	1	2	3	4	8	9	15
f. The country would be better off if we had strict gun control laws.	1	2	3	4	8	9	16
g. The public schools should teach students that the universe was created by God as described in the Bible.	1	2	3	4	8	9	17
h. Whether to have an abortion is a strictly private decision, which the government should not try to regulate in one way or another.	1	2	3	4	8	9	18
i. The Bible is the actual Word of God and is to be taken literally word for word.	1	2	3	4	8	9	19

Now we would like to ask some questions about alcohol use.

122. Drinking is often an acceptable part of business and social activity for many people. Have you ever had a drink of beer, wine, or liquor? (NOT JUST A SIP OR TASTE.)

Yes 1
No. 2 20
SKIP TO Q. 123. DK. . . . 8
REF . . . 9

A. Do you ever drink beer?

Yes 1
No. 2 21
DK. . . . 8
REF . . . 9

B. Do you ever drink wine?

Yes 1
No. 2 22
DK. . . . 8
REF . . . 9

C. Do you ever drink liquor?

Yes 1
No. 2 23
DK. . . . 8
REF . . . 9

D. How much alcohol would you estimate that you drink? (DO NOT USE CATEGORIES AS PROBES.)

No more than 1 drink per year. 1
More than 1 drink per year up to 3 drinks per week or 12 per month. 2
4-13 drinks per week or 13-58 drinks/month . 3
2 or more drinks/day or 14 or more drinks per week. 4 24
DK. . . . 8
REF . . . 9

E. In the past year, how often has alcohol caused you emotional, physical, or financial problems?

Never 1
Once. 2
2 - 3 times 3
4 or more times . . 4 25
DK. . . . 8
REF . . . 9

123. There is a growing concern over the driver who also drinks. Have you or a member of your immediate family ever been involved in an automobile accident where you knew or suspected that one of the drivers was drinking?

Yes 1
No. 2 26
DK. . . . 8
REF . . . 9

124. How serious do you think alcohol abuse problems are in your area? Would you say very serious, pretty serious, not too serious, or not a problem at all?

Very serious. . . . 1
Pretty serious. . . 2
Not too serious . . 3
Not a problem . . . 4 27
DK. . . . 8
REF . . . 9

125. Do you know of any programs in your schools designed to keep students from abusing alcohol or drugs?

Yes 1
No. 2 28
DK. . . 8
REF . . . 9

126. Do you think there is a need for more of these kinds of programs in your schools?

Yes 1
No. 2 29
DK. . . . 8
REF . . . 9

127. So far as you know are there any programs in your community (outside of schools) designed to prevent alcohol or drug abuse -- that is, programs designed to prevent abuse rather than treat it?

Yes 1
No. 2 30
DK. . . . 8
REF . . . 9

128. Do you think there is a need for more of these kinds of programs in your community?

Yes 1
No. 2 31
DK. . . . 8
REF . . . 9

129. Do you think more tax dollars should be spent on prevention programs?

Yes 1
No. 2 32
DK. . . . 8
REF . . . 9

130. How likely is it that you or some member of your immediate family will have an alcohol problem in the future? Would you say it is very likely, somewhat likely, or not at all likely?

Very likely 1
Somewhat likely . . 2
Not at all likely . 3 33
DK. . . . 8
REF . . . 9

131. Do you think local communities should place more controls on the availability of alcohol?

Yes 1
No. 2 34
DK. . . . 8
REF . . . 9

132. Each of the following programs have been suggested as a way of reducing alcohol related problems. How acceptable to you are each of these programs?

	VERY ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT AT ALL ACCEPTABLE	DK	REF	
a. Increase the legal drinking age to 21	1	2	3	8	9	35
b. Increase the legal driving age to 18	1	2	3	8	9	36
c. Reduce the number of liquor licenses	1	2	3	8	9	37
d. Raise alcohol prices by 25% by increasing taxes	1	2	3	8	9	38
e. Prohibit the sale of 2-Fers and 4-Fers	1	2	3	8	9	39
f. Reduce alcohol content in beer	1	2	3	8	9	40
g. Prohibit the sale of beer in pitchers	1	2	3	8	9	41
h. Produce beer in smaller cans	1	2	3	8	9	42
i. Eliminate TV advertising of alcohol beverages	1	2	3	8	9	43
j. Place warning labels on alcohol beverage containers	1	2	3	8	9	44
k. Increase the penalty for drinking and driving	1	2	3	8	9	45
l. Increase enforcement of drunk driving laws	1	2	3	8	9	46
m. Increase alcohol education programs	1	2	3	8	9	47

133. In your community, how effective would each of the following strategies be in helping reduce alcohol related problems?

	VERY EFFECTIVE	SOMEWHAT EFFECTIVE	NOT AT ALL EFFECTIVE	DK	REF	
a. Increase the legal drinking age to 21	1	2	3	8	9	48
b. Increase the legal driving age to 18	1	2	3	8	9	49
c. Reduce the number of liquor licenses	1	2	3	8	9	50
d. Raise alcohol prices by 25% by increasing taxes	1	2	3	8	9	51
e. Prohibit the sale of 2-Fers and 4-Fers	1	2	3	8	9	52
f. Reduce alcohol content in beer	1	2	3	8	9	53
g. Prohibit the sale of beer in pitchers	1	2	3	8	9	54
h. Produce beer in smaller cans	1	2	3	8	9	55
i. Eliminate TV advertising of alcohol beverages	1	2	3	8	9	56
j. Place warning labels on alcohol beverage containers	1	2	3	8	9	57
k. Increase the penalty for drinking and driving	1	2	3	8	9	58
l. Increase the enforcement of drunk driving laws	1	2	3	8	9	59
m. Increase alcohol education programs	1	2	3	8	9	60

134. Have you heard of the REDDI program? CARD 11:

Yes 1
No. 2 61
DK. . . . 8
REF . . . 9

135. How about drug abuse in your area? Would you say it is a very serious problem, pretty serious, not too serious, or not a problem at all?

Very serious. . . . 1
Pretty serious. . . 2
Not too serious . . 3
Not a problem . . . 4 62
DK. . . . 8
REF . . . 9

Please tell me whether you agree or disagree with each of the following statements about alcohol and drug use.

136. If a person has will power, he or she can drink for any amount of time and be able to stop when he or she wants to.

Agree. 1
Disagree . . . 2 63
DK. . . . 8
REF . . . 9

137. Marijuana almost always leads to the use of more dangerous drugs.

Agree. 1
Disagree . . . 2 64
DK. . . . 8
REF . . . 9

138. Cocaine is probably used by some people in this neighborhood.

Agree. 1
Disagree . . . 2 65
DK. . . . 8
REF . . . 9

139. Heroin is mostly used by teenagers and college students.

Agree. 1
Disagree . . . 2 66
DK. . . . 8
REF . . . 9

140. Marijuana increases a person's creativity.

Agree. 1
Disagree . . . 2 67
DK. . . . 8
REF . . . 9

141. The effects of a combination of alcohol and other drugs are unpredictable and may be extremely dangerous.

Agree. 1
Disagree . . . 2 68
DK. . . . 8
REF . . . 9

142. People cannot become addicted to drugs given by a doctor.

Agree. 1
Disagree . . . 2 69
DK. . . . 8
REF . . . 9

143. How much information do you have to handle a drug abuse problem if you found one in your family or among your friends? Would you say you have a good deal of information, some information, or no information at all?

A good deal of information. 1
Some information. 2
No information at all . . 3
DOES NOT WANT/NEED INFORMATION (VOL.). . . . 4 70
DK. . . . 8
REF . . . 9

144. Have you ever used any of the following drugs while in a hospital or because a doctor prescribed them for you for use at home? (CODE: 1 = Yes, 2 = No; 8 = DK; 9 = REF.)

Pep Pills or Diet Pills. . . . . . ___ 71
Barbiturates or Sleeping Pills . . ___ 72
Tranquilizers (Valium, Librium, Mellaril) . . . . ___ 73
Cough Syrup with Codeine (Robitussin HC, Romilar). . . ___ 74
Narcotics (Darvon, Demerol, Dilaudid, Codeine). . . . . . ___ 75
DK. . . . 8
REF . . . 9

CARD 12:

145. Have you ever used any of the following drugs for non-medical reasons? (CODE: 1 = Yes; 2 = No; 8 = DK; 9 = REF.)

Pep Pills or Diet Pills. . . . . . ___ 11
Barbiturates or Sleeping Pills . . ___ 12
Tranquilizers (Valium, Librium, Mellaril) . . . . ___ 13
Cough Syrup with Codeine (Robitussin HC, Romilar). . . ___ 14
Narcotics (Darvon, Demerol, Dilaudid, Codeine). . . . . . ___ 15
DK. . . . 8
REF . . . 9

146. Have you ever had the chance in a social situation or by yourself to try marijuana if you wanted to?

Yes 1
No. . . . . 2 — 16
DK. . . . 8
REF . . . 9
SKIP TO Q. 147.

A. Did you try it?

Yes 1
No. . . . . 2 — 17
DK. . . . 8
REF . . . 9
SKIP TO Q. 147.

1. In the past month how many times have you used marijuana?

Not at all. 1
Once or twice 2
Three or four times . . . 3
At least 5 times but less than 20 times . . . 4
More than 20 times. . . . 5 — 18
DK. . . . 8
REF . . . 9

2. Did you ever use marijuana and, around the same time, take alcohol (beer, wine, or liquor)?

Yes 1
No. . . . . 2 — 19
DK. . . . 8
REF . . . 9

147. Have you ever had the opportunity in a social situation or by yourself to try cocaine if you wanted to?

Yes 1
No. . . . . 2 — 20
DK. . . . 8
REF . . . 9
SKIP TO Q. 148.

147. A. Did you try it?

Yes 1
No. 2 21
SKIP TO Q. 148. DK. . . . 8
REF . . . 9

1. How many times have you used cocaine?

Not at all. 1
Once or twice 2
Three or four times . . . 3
At least 5 times but less than 20 times . . . 4
More than 20 times. . . . 5 22
DK. . . . 8
REF . . . 9

2. Did you ever use cocaine and, around the same time, take alcohol (beer, wine, or liquor)?

Yes 1
No. 2 23
DK. . . . 8
REF . . . 9

148. Have you ever had the oppotunity in a social situation or by yourself to try heroin if you wanted to?

Yes 1
No. 2 24
SKIP TO Q. 149. DK. . . . 8
REF . . . 9

A. Did you try it?

Yes 1
No. 2 25
SKIP TO Q. 149. DK. . . . 8
REF . . . 9

1. How many times have you used heroin?

Not at all. 1
Once or twice 2
Three or four times . . . 3
At least 5 times but less than 20 times . . . 4
More than 20 times. . . . 5 26
DK. . . . 8
REF . . . 9

2. Did you ever use heroin and, around the same time, take alcohol (beer, wine, or liquor)?

Yes 1
No. 2 27
DK. . . . 8
REF . . . 9

149. Have you ever had the chance in a social situaion or by yourself to purposefully sniff inhalants (glue, gasoline, paint) if you wanted to?

Yes 1
No. 2 28
SKIP TO Q. 150. DK. . . . 8
REF . . . 9

A. Did you try it?

Yes 1
No. 2 29
SKIP TO Q. 150. DK. . . . 8
REF . . . 9

1. How many times have you used inhalants?

Not at all. 1
Once or twice 2
Three or four times . . . 3
At least 5 times but less than 20 times . . . 4
More than 20 times. . . . 5 30
DK. . . . 8
REF . . . 9

2. Did you ever use inhalants and, around the same time, take alcohol (beer, wine, or liquor)?

Yes 1
No. 2 31
DK. . . . 8
REF . . . 9

150. Have you ever had the chance in a social situation or by yourself to try hallucinogens (LSD, angel dust, etc.) if you wanted to?

Yes 1
No. 2 32
SKIP TO Q. 151. DK. . . . 8
REF . . . 9

A. Did you try it?

Yes 1
No. 2 33
SKIP TO Q. 151. DK. . . . 8
REF . . . 9

1. How many times have you used hallucinogens?

Not at all. 1
Once or twice 2
Three or four times . . . 3
At least 5 times but less than 20 times . . . 4
More than 20 times. . . . 5 34
DK. . . . 8
REF . . . 9

150. A. 2. Did you ever use hallucinogens and, around the same time, take alcohol (beer, wine, or liquor)?

Yes	1	
No.	2	35
DK. . . .	8	
REF . . .	9	

151. Is your total family income $20,000 or more, or less than $20,000?

$20,000 Or More . .	1	
Less than $20,000 .	2	36
DK. . . .	8	
REF . . .	9	

A. I am going to mention a number of income categories. When I mention the category which describes your total family income in 1981, please stop me.

READ FOLLOWING IF INCOME $20,000 OR MORE:

$20,000 - $24,999 .	1	
$25,000 - $29,999 .	2	
$30,000 - $39,999 .	3	
$40,000 - $49,999 .	4	
$50,000 - $59,999 .	5	
$60,000 Or More . .	6	37
DK. . . .	8	
REF . . .	9	

READ FOLLOWING IF INCOME LESS THAN $20,000:

Under $5,000. . . .	1	
$ 5,000 - $ 9,999 .	2	
$10,000 - $14,999 .	3	
$15,000 - $19,999 .	4	38
DK. . . .	8	
REF . . .	9	

152. What race do you consider yourself? (DO NOT READ CATEGORIES, BUT CODE INTO FOLLOWING.)

White/Caucasian	1	
Chicano/Mexican/Hispanic.	2	
Black/Negro	3	
American Indian/Native American.	4	
Other (Specify) . . . . . ________________	5	39
DK. . . .	8	
REF . . .	9	

153. I want to emphasize again that your answers are completely confidential and your name will not be used, nor will any information be released that will permit people to identify you. Since one thing we will be looking at in this study is the relation of the social and physical environments in which people live to their answers to the questions, we would like to be able to locate your residence more specifically.

IF R. LIVES IN TOWN, ASK:

What is your street address in (NAME OF TOWN)?

____

IF R. LIVES IN THE COUNTRY, ASK:

Which is the closest town to where you live?

____

How many miles are you from (NAME OF TOWN)?

MILES . . . _______

From (NAME OF TOWN), which way would you have to go to get to your home?

____

____

154. A. This interview is part of a long range study of the quality of life of Nebraskans. We will be randomly selecting some of the respondents from this survey and interviewing them again at a later date to see what kinds of changes have been taking place. The researchers need your full name in case you are one of the respondents randomly selected for a reinterview in the future. Would you please give me your full name? (IF R. IS FEMALE, OBTAIN HUSBAND'S FIRST NAME AND INCLUDE IT IN PARENTHESES.)

____
(Name)

B. Sometimes people move even though they are not really planning to right now. Would you please give me the name and address of someone who would know where you lived if you happened to move in the next few years? For example, a relative or friend? I want you to understand that this person's name will not be used in any way except to help us locate you if you are selected to be reinterviewed and we cannot find you through a forwarding address. (IF PERSONAL REFERENCE IS FEMALE, OBTAIN HUSBAND'S FIRST NAME AND INCLUDE IT IN PARENTHESES.)

____
(Name)

____
(Address)

TERMINATE INTERVIEW WITH THANKS.

POST-INTERVIEW RATINGS

155. Rate R.'s apparent intelligence?

Very high 1
Above average . . . 2
Average 3 40
Below average . . . 4
Very low. 5

156. How suspicious did R. seem to be about the study before the interview?

Not at all. 1
Somewhat. 2 41
Very suspicious . . 3

157. Overall, how great was R.'s interest in the interview?

Very high 1
Above average . . . 2
Average 3 42
Below average . . . 4
Very low. 5

158. How would you assess the reliability of the data obtained?

Excellent 1
Good. 2
Fair. 3 43
Poor. 4
Worthless 5

159. How would you assess the degree of cooperation given by the person being interviewed?

Very cooperative. . 1
Cooperative 2
Neutral 3 44
Reluctant 4
Hostile 5

160. Did the respondent indicate that (he/she) had previously been interviewed for NASIS?

Yes 1
No. 2 45

161. THUMBNAIL SKETCH: Anything else about the respondent or the interview situation that seems important.

____

____

____

____

APPENDIX C

COVER SHEET

# OF KIDS	CHILD	# OF KIDS	CHILD
1	1	4	
2		5	
3		6	

SERIAL NUMBER:

INTERVIEWER: PLEASE SIGN BELOW.

****

**** NASIS COVER SHEET ****

**** TELEPHONE INTERVIEW - 1982 ****

****

TELEPHONE NUMBER:

ASK THE PERSON ANSWERING THE PHONE:
IS THIS TELEPHONE NUMBER (GIVEN NUMBER)? NO YES

IF NO, ASK: WHAT NUMBER IS THIS? (FILL IN NUMBER) _______________
THANK RESPONDENT AND HANG UP.

IF YES, READ THE FOLLOWING TO RESPONDENT:

I'M _______________, AN INTERVIEWER FOR THE BUREAU OF SOCIOLOGICAL RESEARCH AT THE UNIVERSITY OF NEBRASKA. WE ARE INTERVIEWING PEOPLE 18 YEARS OF AGE OR OLDER IN THE STATE OF NEBRASKA ABOUT THEIR OPINIONS AND CHARACTERISTICS SO WE CAN FIND OUT MORE ABOUT HOW NEBRASKANS THINK, FEEL, AND LIVE. WE PICKED YOUR PHONE NUMBER AT RANDOM AND I WAS WONDERING IF YOU COULD HELP ME OUT BY TELLING ME THE PEOPLE 18 YEARS OF AGE OR OLDER LIVING AT YOUR RESIDENCE?

(WIFE) 1.____________________RES.
(HUSBAND) 2.____________________RES.
3.____________________RES.
4.____________________RES.
5.____________________RES.
6.____________________RES.

# IN HH	RESD.	# IN HH	RESD.
1	1	4	
2		5	
3		6	

USE THE SELECTION TABLE ABOVE TO DETERMINE WHOM TO INTERVIEW. IN THE FIRST COLUMN CIRCLE THE NUMBER OF PERSONS OVER 18 IN THE DWELLING UNIT. THE NUMBER ACROSS FROM IT IN THE SECOND COLUMN IDENTIFIES THE PERSON TO BE INTERVIEWED. CIRCLE THIS PERSON AS THE RESPONDENT IN THE LIST ABOVE. ASK THE PERSON ANSWERING THE TELEPHONE IF YOU CAN SPEAK TO THE SELECTED PERSON. IF SELECTED PERSON IS NOT HOME, ASK WHEN YOU CAN CALL BACK.

CALL RECORD

CALL NUMBER	INTER-VIEWER	HOUR OF DAY	DATE	DAY OF WEEK	RESULTS
1					
2					
3					
4					
5					

IF INTERVIEW IS TAKEN, ATTACH COVER SHEET TO INTERVIEW AND RETURN TO YOUR SUPERVISOR. IF NO INTERVIEW IS TAKEN, COMPLETE NONINTERVIEW FORM (ON BACK) AND RETURN TO YOUR SUPERVISOR.

****
***** NONINTERVIEW FORM *****
****

FILL OUT AT FINAL RESOLUTION OF EACH COVER SHEET FOR WHICH NO INTERVIEW WAS OBTAINED.

CHECK ONE:

☐ BUSINESS

☐ UNASSIGNED NUMBER

☐ NO ANSWER AFTER FIVE CALLBACKS

☐ COULD NOT FIND DESIGNATED RESPONDENT AT HOME AFTER MAXIMUM CALLBACKS

☐ REFUSAL BY PERSON ANSWERING THE TELEPHONE

☐ REFUSAL BY THE DESIGNATED RESPONDENT

☐ OTHER: SPECIFY BELOW

SEX OF PROBABLE RESPONDENT:

☐ MALE ☐ FEMALE ☐ DON'T KNOW

-------------------> IN SPACE BELOW, GIVE DETAILS OF THE NONINTERVIEW.

APPENDIX D

INTERVIEWER'S MANUAL

Bureau of Sociological Research

NASIS - 1982

Interviewer's Manual

```
** * * * * * * * *Important* * * * * * * * **

**                                        **
   Each time you come to interview, be
** sure you have with you:                **

**   1.  Your Interviewer's Manual        **

**   2.  Name and Address List            **

**   3.  Progress Report Forms            **

** * * * * * * * * * * * * * * * * * * * * * **
```

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska

Statement of Professional Ethics:*

All interviewers for the Bureau of Sociological Research are expected to understand that their professional activities are directed and regulated by the following statements of Policy:

The Bureau is a non-profit organization that only undertakes studies that it views as important to society or contributing to scholarly knowledge. It does not undertake secret research or conduct studies for the sole benefit of one individual, company, or organization. It does not conduct research for any commercial or profit-making firms.

The rights of human subjects are a matter of primary concern to the Bureau and all study procedures are reviewed to ensure that individual respondents are protected at each stage of research. When study findings are made available, the utmost care is taken to ensure that no data are released that would permit any respondent to be identified. Careful procedures are followed to ensure that identity of individuals will not be compromised.

The Bureau's strict precautions to protect the anonymity of respondents will be undermined if the interviewer does not treat information concerning respondents with equal regard. Interviewers perform a professional function when they obtain information from individuals in personal interviews, and they are expected to maintain professional ethical standards of confidentiality regarding what they hear and observe in a respondent's home. All information about respondents obtained during the course of research is privileged information, whether it relates to the interview itself or includes extraneous observations concerning the respondent's home, family, and activities.

---

*Adapted from the Policy Statement of the Survey Research Center at the University of Michigan.

Calling Schedule

The Interviewer Supervisor will arrange your calling schedule. If you are assigned a time on a given day, it is extremely important that you are there. If you cannot be there for any reason, it is your responsibility to find a replacement. A list of other interviewers and their telephone numbers will be provided to you for this purpose. If it is impossible to schedule another interviewer, call your supervisor as soon as possible. Failure to follow these procedures can lead to your termination from the project.

Daily Procedures

A. Checking In

The first thing you should do each time you come into the office to work is to sign yourself in and check your mailbox. Memos to the entire staff as well as interview schedules which need correction will be placed in your mail box. Don't forget to sign out too!

B. Preparing to Interview

You should provide yourself with a set of schedules and a set of cover sheets for each shift. The schedules have a sequence number. These are in a very special order and should always be used in order, the smallest number first. When you return unused schedules to the office, be very careful to place them back in order. In selecting cover sheets, you should first look through the call-back stack and find those that have been called previously at other times, or those indicating that the respondent will be at home during your shift. After you have selected these, you may select new cover sheets. Be very careful not to mix up the stacks of cover sheets; they are very carefully labeled on the shelves.

Telephone Interviewing Procedures

A. Introduction

The respondents you are calling are selected using a Random Digit Dialing (RDD) procedure. This procedure ensures that we have a representative probability sample of all households with telephones in the state. It is a procedure that requires great patience and perserverence on the part of the interviewer as you will be dialing many numbers that have not been assigned to anyone. We have made every effort possible to restrict the range of the numbers you will call. However, many calls are often necessary before a completed interview is obtained. This should not discourage you as this is normal in this type of calling. It is important to be persistent and call as quickly as possible, while still being accurate and complete.

B. Making the Calls

1. Each cover sheet specifies a particular telephone number complete with area code and Watts line dialing instructions. Be certain that you follow these instructions exactly.

2. If you get an operator's message that the number is unassigned, call back once immediately. Sometimes there is trouble with the lines and this message is inappropriately given. If the number is still unassigned, mark that category on the noninterview form and return the cover sheet to the stack for inappropriate numbers.

3. If you reach a business number, mark that category on the noninterview form and return to stack for inappropriate numbers.

4. Each call you make must be recorded in the call record on the face of the cover sheet. For each call, record your initials, hour of day, date, day of week, and the results of the call.

5. If no one answers, fill out the details of the call record and put the cover sheet in the stack for call-backs.

6. If you get an answer, ask immediately if this is the number you have dialed. This is important as several different numbers may all reach one household or you may have misdialed. In the case of a wrong number, make one call back immediately to make sure you dialed correctly. If it is still a wrong number, mark this category on the noninterview form and put the cover sheet in the stock for inappropriate numbers.

7. If the number is correct, read person answering the phone the opening statement or your own rewording of it. Make it as conversational as possible. Add additional information to reduce suspicion, if necessary. This phase of the telephon interview is most important in securing a successful interview. Be your most convincing and as resolute as possible. The following are points you may want to make.

. . . The study is sponsored by the University of Nebraska at Lincoln, directed by Dr. Helen Moore. If they have questions about the validity of the survey they can call Dr. Moore collect at (402) 472-3672 or they can call Mr. Robert Sheldon (402) 472-2167 collect at the Office of University Information.

. . . The data we collect have been very useful in many practical instances. For example, data on home ownership and property taxes were used in the Legislature during the debate on Homestead Exemptions. Governor Thone used our data on citizens' perceptions of tax fairness to structure his new tax package. Data on recreation are used in planning where to put new parks and recreation facilities.

. . . We will be glad to send them the results of the survey if they are interested. Get their name and address on your form if they would like this.

. . . This is the sixth year for this annual survey. We are trying to monitor change in quality of life in Nebraska: are people becoming less satisfied with their communities, their school systems, their economic situation or are they becoming more satisfied. We can only monitor this change if we receive the cooperation of a representative sample of Nebraskans.

8. If you need to call back, fill out the call record and return the cover sheet to the call-back stack. If possible, try to get an approximate time when you can return the call and record this on the call record.

9. If you get a refusal, either because they hang up on you or verbally refuse, complete the noninterview form and fill in the details of the noninterview. Return the cover sheet to the stack for refusals.

10. If the person answering the phone is willing to cooperate, record people 18 and over in the household in the table on the cover sheet. Names are not necessary, but get enough information to identify the person listed. Using the selection table on the cover sheet, select the person to be the respondent. No substitutions are permissible. If the person you are talking to is the selected respondent, proceed with the interview. If the selected respondent is not at home, fill in this information on the call sheet. If possible, try to ascertain a time when the

respondent is likely to be at home and enter that information on the call record.

11. We make up to five calls before we give up on a number. If you unsuccessfully call a number for the fifth time, as recorded on the call record, mark this category on the noninterview form and return the cover sheet to the stack for inappropriate numbers.

12. The Call Record is our primary means of tracing the progress of an interview. It is vital that each call you make be recorded on this sheet regardless of the outcome. In addition to recording time, date, day of week, and your own initials (or assigned number), you should use the following codes to indicate the results of your calls. Other alternatives should be indicated as clearly as possible.

CI	Completed Interview	NA	No Answer, busy
PCI	Partially Completed Interview	RA	Respondent Absent
REF	Refusal		

13. Write in your name and interviewer number on the cover sheet in instances where you complete an interview or have a refusal or a partial interview.

Interview Schedule Instructions

A. Introduction

This interview should average 44 to 47 minutes. It is designed so that much of the material is precoded; only a few questions are open-ended or require probing. Most questions should be asked verbatim unless otherwise indicated. There is a wide variety of questions and we think both you and the respondent will find it interesting. The interview schedule has been extensively pre-tested and we do not believe you should have difficulty with any of the items. Any problems or questions you do have, however, should be reported immediately to your field supervisor, the Bureau staff, or the Study Director. If you are not completing the schedules correctly, we may request you to return to correct your mistakes--often at your own expense! A certain proportion of your interviews will be verified by your field supervisor. This means that your supervisor will contact the respondent again and verify that the interview was actually taken and all of the questions asked. Any evidence of fabricated respondents or responses will lead to immediate termination of employment. Accuracy and completeness are absolutely essential for a good, reliable interview. If you follow instructions carefully and are attentive in the training session, we believe you will find the interview task a rewarding and enjoyable experience.

B. General Comments on the Schedule Format

1. Be careful about skip patterns. They are clearly indicated if you read the interview carefully--as you should!

2. Do not read respondents information typed in all capital letters. This is for your information. Headings not typed in all capitals are read to respondents.

3. Do not read respondents all of the alternatives unless indicated.

4. Read all the questions verbatim, except where it clearly states that you are to use your own words. Do not vary wording or emphasis from interview to interview. If the respondent does not understand the question, first try reading it agai If the respondent still doesn't understand or asks, "What do you mean by . . ?" or "could you explain what . . . means?" you should try to redirect it to the responden by giving them the response categories as suggestions. Tell them you want them to answer as they understand the questions. If this doesn't work you should record a DK (don't know) answer. In cases where the schedule suggests that you probe for further details, you have some latitude in rewording or restructuring the question.

5. Circle the appropriate response or fill in the space for answer. Always fill in spaces as specified (e.g., if there are three blanks for an answer, a 4 would be recorded as 004, a 7 would be 997, etc.)

6. Do not write in the space to the right of the line in the righthand margin.

7. Try to keep the interview moving! Often the respondent may want to talk a lot about a subject; try to prod them on (nicely) and proceed with the interview.

8. It is better to record more detail than necessary rather than too little. There is plenty of space in the schedule for comments and non-precoded categories. If you are in doubt about what category to assign a response -- don't. Give full information and leave it to the coders. To ensure that they see these questions,

mark the question number clearly in the clear space on the left-hand side of the first page of the schedule. This is very important as sometimes the interviewer tends to summarize too much. Avoid this.

9. DK means Don't Know. REF means Refused. If the skip patterns indicate tha you are not to ask a question of this particular respondent, you will leave the miss question blank. The only blank questions should be those skipped according to directions.

10. There are two forms of the interview schedule. Some sets of questions appea in only one form. Watch for these sections.

C. Editing

After you have finished with an interview and have filled out the post-interview ratings and marked your times on the front page of the schedule, then you should give your schedule a final check before you turn it in. Check:

1. Skip patterns. Call back if you wrongly skipped something.
2. Fill in blanks you left empty during the interview. For example, put in prefacing zeroes where necessary, compute months employed if you jotted down years during the interview, etc.
3. Check for impossible patterns (for example, never married, age at first marriage is 21) and call back to verify. If possible, you should catch these during the interview.
4. Jot down numbers of questions which concern you on the front cover of the schedule.

D. The Front Page

Basic information on the interview is included on the first page. First, record time of first contact with the respondent. Record time to the minute, do not try to round or estimate. All times should be entered using a 24-hour clock, e.g., 8:00 in the evening is 20:00. The rest of the front page can be filled out after you have completed the interview. Record the time you finish the interview and compute the length of the interview and record this. Record date and day of the week of the interview and write your name and interviewer number in the appropriate place. Carefully record the Serial Number from the upper-right-hand corner of the cover sheet onto the front page of the schedule. This is vitally important as it permits us to match cover sheets to interview schedules. Be sure it is accurate.

Summary Table of Persons in Household

1. Read through questions 1-6 for each member of the household. If there are more than ten in the household, record information on additional people in the space below the table.

2. In computing years of schooling completed, do not count nursery school, preschool, or kindergarten years. This is a two-column response category, so students who have completed the fifth grade would be recorded as 05; students still in the fifth grade would be recorded as 04. Children who have yet to attend school are recorded as 00 years of schooling.

3. Babies under the age of one year are recorded as 00 years of age.

4. In coding highest degree, use the following codes:

0 Less than high school diploma
1 High school diploma or GED (General Education Degree)
2 Two year degree from a vocational school; Jr. or Community College Degree; Associate Degree
3 Bachelor's Degree (B.A. or B.S.)
4 Graduate Degree (M.A., M.S., or M.S.W., Ph.D., or M.D., J.D., law degree, ministry, chiropractor, optometry, dentistry)

5. Code the status of each member of the household in the survey as either the respondent, the respondent's spouse, the selected child or other. For several of the questions a sample of children is necessary. If the respondent lists any own children (natural or adopted) between the ages of 4 and 17 in the household, use the child selection table printed on the cover sheet to select a child to inquire about. Use only R's children 4-17 in this selection process. Circle '3' (selected child) as this child's status in the survey and mark the child's name down on a piece of paper so that you can refer to the child by name in the appropriate question (Q. 102).

Directions for Specific Items

13. A townhouse is a rowhouse where each unit has access to the outdoors. A condominium could thus be either a townhouse or an apartment. These categories refer to the building itself, not the ownership status. Most duplexes, for example, would be counted as townhouses.

14. Young people residing with their parents would record their parents' ownership status. People who live in free housing, housing in exchange for some non-quantifiable service, etc., are recorded as "Other."

15. If more than one category fits, circle the one highest on the list.

15.B. We want as much detail as possible here!! Just "teacher" or "foreman" is not enough. Be much more specific. Don't be afraid to put down too much information. It is sometimes helpful to know place of employment, e.g., meat cutter at Safeway, at Farmland, etc. Be sure and get the detail requested for farmers. This is very important. For military personnel, get rank. This information should be gathered only for current job, or, in the case of former workers, most recent job.

15.C. This refers to time with this employer in this job, not to particular occupation. Unless major change in duties (say, from mechanic to sales work), all time with the employer will count. For farmers, time on this land or in this region.

16. -
16.C. Same as 15, 15.B, and 15.C.

19. Use your own words to get marital history, altering the wording you use to fit the circumstances you already know, i.e., their answer to question 18 and their current marital status. Do not make any assumptions, however, but go ahead and verify each answer. For example, a woman who reports that she is widowed and has been married only once can be asked at what age she got married, followed by, "your husband is no longer living is he?" and then a question about her age when her husband died. You should go ahead and verify that this was her only marriage.

21. If they give you a very general category of religion, for example, "Christian," record this as "Other" and probe for the name of the church they attend.

25. If they oppose raising taxes, stress that the question supposes that taxes have to be raised.

35. This question is attempting to find out what recent actions people have taken in the last 12 months. We are concerned only with actions taken for the first time in the last 12 months. For example, annual storm window installation would not count. Use the response categories to code each response, but do not use them as probes. If a respondent says "No" then code 2 -- do not ask for further information. If they volunteer additional information, fit the response as best as possible into the other codes.

62. The definition of the earnings test is contained in this question. Read this carefully so that respondents understand, but do not use your own words here.

63. The definition of the earnings test is contained in question 62. If the respondent does not remember what the test is, you may refer back to the original statement.

70. Private sector refers to private individuals, businesses and organizations.

75. This question refers to chronic health conditions that have troubled the respondent for more than three months during this year. One isolated instance of high blood pressure, for example, would not qualify even if it is a problem going back many years.

76. Includes ophthalmologists and osteopaths, but not opticians, dentists, optometrists, or chiropractors.

78. Private health insurance is that offered by a non-governmental corporation, for example Blue Cross-Blue Shield or Health Central. If government employees receive Blue Cross-Blue Shield, for example, as a fringe benefit, it is still private insurance.

81. This includes checks by doctors and nurses, at an office, clinic, or at home, and self-administered checks.

84. This refers to exercise that would make them perspire under normal conditions (in average weather conditions). For swimmers, count vigorous exercise if they swim laps. Also, include as "vigorous" any exercise for patients with heart or lung conditions which are under a physician's direction (for example, walking or easy jogging).

88. Code Don't Know = 98; Refusals = 99.

89. Code Don't Know = 998; Refusals = 999.

102. This is a complex set of questions and you will need to pay attention very carefully. Note that they are concerned only about recreational activity in the last 12 months. Only children 4-17 are eligible for these questions. Note that all questions concerning location, satisfaction, etc., are to be asked only about the respondent. If the child was the only participant, do not ask. Use your own words to fill out the chart. Use the chart itself as a guide to the appropriate questions. Where no place is indicated for the answer to be coded, the question is not to be asked.

CAMPING: Staying in a cabin is not camping. Question about tents vs. RVs refers to where respondent slept. If respondent slept out of doors or in a tent, then it is tent camping.

HUNTING: Because there are significant numbers of people who go along on hunting trips, but are not really intending on shooting anything and do not carry guns (or other weapon used to kill), if they say they or child went hunting, follow it up by asking if they were actually carrying a gun (or other weapon). If not, record as No = 2.

BOATING: Question about percent boating time used for fishing includes fishing from any craft (power, canoe, sail, etc.). Include boating time used to transport people when fishing is a major activity of the outing. For example, if respondent uses a boat to get to an island and then fishes from the shore, this should be included.

107.-
110. These questions refer only to fishing done in Nebraska (which includes the Missouri River).

122.D. Do not read the categories. Probe for the number of drinks (on the average) per week or per day. Probe for more information if not complete enough to categorize.

130. Immediate family refers to parents, spouse and children, whether or not in the same household.

132. This refers to whether the respondent would agree to the establishment of such a program.

133. "Effective" refers to the probability that such a program would reduce alcohol problems.

134. The REDDI program is sponsored by the Office of Highway Safety and stands for "Report Every Drunk Driver Immediately." Citizens are urged to call and report cars which they suspect are being driven by drunk drivers.

144.-
150. Here you may have to reassure respondents that we will not release any information about our respondents to the Department of Alcohol and Drug abuse or law enforcement agencies.

149. This refers to sniffing inhalants only to get "high." It does not refer to inhaling these fumes while painting, gluing, or filling a gas tank as a regular activity.

151. The income question concerns all related members of the household who pool their income. Earnings of youngsters or social security payments to elderly parents are not included unless this income is contributed to the family pool. Young adults living with their parents or older people living with grown children should record only their own income unless they have access to the family checkbook.

152. If a person says they belong to two racial/ethnic groups, ask for the one they usually consider themselves. If they cannot choose, record the two groups in "Other."

153. This information is important for coding the location of the respondent. Get the location as accurately as possible. If respondent chooses to indicate their location in another way (e.g., one mile north of the junction of Hwy. 77 and 2), record it that way. Be sure the information is specific enough, within a mile or two, for our coders to pinpoint where the person lives.

154.A.-

B. You may reword or elaborate this any way you wish to secure this information. Include first name and middle name or initial as well as last name. Husband's name would be appropriate for married or widowed women.

Post Interview Ratings

Record the time that the interview is completed after filling out the post-interview ratings. Answer the post-interview questions as fully as possible using your best judgment. Always give a thumbnail sketch, even if the interview went smoothly with no problems. We want your impression of how the interview went and any complications you noted.

Bureau of Sociological Research, Staff

Sharon Selvage	472-3672
Irene Bettenhausen	

Marilyn Waldron, Interviewer Supervisor

Home:	464-2847
Work:	

Helen Moore, Study Director

Home:	464-8072
Bureau:	472-3672

APPENDIX E

CONTROL RECORD LOG

Bureau of Sociological Research
Department of Sociology
University of Nebraska
Lincoln, Nebraska 68588

SHEET NO.__________

NASIS -
INTERVIEW PROCESSING CONTROL RECORD

				Precoded Seg.		Coded Seg.			
Assigned Number	Sequence Number	Type	Date In	Date Punched	Date Verif.	Date Coded	Date Punched	Date Verif.	Date I.D. Sep. and Filed

APPENDIX F

CODING INSTRUCTIONS, CODING SHEETS, INDUCTIVES FOR CORE QUESTIONS, CITY CODES, AND COUNTY CODES

CODING INSTRUCTIONS - NASIS 1982

GENERAL

Coding is done on the special coding sheets from which the keypunching is done. Follow all instructions carefully. If the instructions do not provide the answer to a special situation, put the schedule you are working on aside until you can clear with the project director what you should do. Don't try to think of your own solution! Three people may decide to treat the same situation in three different ways, reducing the reliability of the coding.

All information must be recorded accurately. Some of the schedules you code will be coded again by someone else to check on your coding accuracy and reliability. Any problems found in coding will be called to your attention as soon as found to correct the problems quickly. It should be emphasized again that if you are in doubt, ask.

The most common coding technique is inductive classification (I.C.). This technique is used to code open-ended items for which we have not assigned a set of pre-determined categories. A master I.C. sheet for each I.C. item will be kept in a place all coders can access. The first response you receive is assigned a code of 1., and a brief but accurate summary of the response is written next to the number 1. on the I.C. Coder Form. The person adding the category also includes their initials and the date the category was added. Always check through the list to see if any previously assigned I.C. category fits. A perfect fit is normally not necessary unless so specified. If a category is not already available, a new one should be added to the list and assigned the next number in sequence.

Record all codes right-justified, i.e., a 1 in a 3-column field would be 001. Unless directed otherwise, code zeroes if inappropriate or no answer.

If the question was not filled out for any reason, leave blank unless otherwise instructed.

Specific Instructions

On each coding sheet the first four columns have already been filled in with the project number, 2 1 4 0. The next four columns (5-8) are to be filled with the serial number from the cover sheet. Columns 9-12 are for the four-digit I.D. number which is hand-written at the very top right-hand corner of the interview schedule. Please be accurate as these numbers are used to merge the code sheets with the pre-coded information which is already keypunched. The I.D. number assigned to you, the coder, is recorded in columns 13 and 14. The two-digit card number will be recorded in columns 15 and 16.

Card No. 13

Question	Columns	Instructions
1-4	17-18	Count the number in the household and place in columns 17 and 18. Look for indication of more than 10 people in the household.
1-4	19-20	Determine which of the following categories the household will fall into and record in columns 19 and 20. If the household does not fit into these categories, create an I.C. sheet starting with code 13 and describe the household with that code.

1. husband-wife only
2. husband-wife, dependent children
3. husband-wife, dependent children, other relatives

4. husband-wife, dependent children, other relatives, non-relatives
5. husband-wife, dependent children, non-relatives
6. one person household
7. two or more non-relatives, living together
8. parent with own children
9. parent with own children, other relatives
10. parent with own children, other non-relatives
11. parent with own children, other relatives, non-relatives
12. two or more relatives not elsewhere classified

15.B.	21-22	S.E.I. Code. Assign the S.E.I. Code from the list provided. Do this as accurately as you can. If an occupation is not on the list, find the best substitute. If you still have problems, save it and ask the project director. Assign 00 if No Occupation. DK = 98; REF = 99.
15.B.	23-24	Occupation Type Code. Assign from the list provided. If not enough information is available, consult the director. No Occupation = 00. DK = 98; REF = 99.
16.B.	25-26	Spouse's S.E.I. Code. Same as 15.B. Code 97 if no spouse.
16.B.	27-28	Spouse's Occupation Type Code. Same as 15.B. Code 97 if no spouse.
21.	29-30	Other religious preference
22.	31-32	Other denomination
35.G.	33-34	First additional energy measure
	35-36	Second additional energy measure
	37-38	Third additional energy measure
82.C.	39-40	Other treatments
86.	41-42	First other attempt to relieve nervousness
	43-44	Second other attempt to relieve nervousness
	45-46	Third other attempt to relieve nervousness
87.	47-48	First source of stress
	49-50	Second source of stress
	51-52	Third source of stress

96.	53-54	First activity.
	55-56	Second activity.
	57-58	Third activity.
97.	59-60	Other limitations.
107.	61-62	First Lake/Stream
	63-64	County
	65-66	Second Lake/Stream
	67-68	County
	69-70	Third Lake/Stream
	71-72	County
	73-74	Fourth Lake/Stream
	75-76	County
	77-78	Fifth Lake/Stream
	79-80	County

Card No. 14.

111.	17-18	County
112.	19-20	Species
152.	21-22	Other race
7.	23-25	County number. Take this 3-column from the list in the code book.
8.A.	26-29	City code. Take this 4-column number from the list of city codes in the code book. If the respondent lives in a rural area, assign code 9996.
	30	The first digit of the telephone area code. Look on the cover sheet for the area code and enter a "3" if the area code is 308, and a "4" if it is 402.
	31-33	Telephone prefix.
	34-37	X-Axis.
	38-41	Y-Axis.

Project ________

INDUCTIVE CLASSIFICATION (I.C.) CODER FORM

ITEM #________ DESCRIPTION________

# of Columns ________ Sheet ______ of ______

No.	I.C. Description	Coder's Initials	Date Added

NASIS-82

CARD 13

2 1	1 2	4 3	0 4	Cover Sheet 5
Serial No. 6	7	8	I.D. No. 9	10
11	12	Coder I.D. 13	14	1 15
3 16	No. in HH 17	18	HH Type 19	20
15.B. R's S.E.I. 21	22	R's Occup. Type 23	24	16.B. S's S.E.I. 25
26	S's Occup. Type 27	28	21. Other Religious Pref. 29	30
22. Other Denomination 31	32	35.G. 1st Energy Meas. 33	34	35.G. 2nd Energy 35
Meas. 36	35.G. 3rd Energy Meas. 37	38	82.C. Other Treatments 39	40
86. 1st Other Relief 41	42	86.C. 2nd Other Relief 43	44	86.C. 3rd Other 45
Relief 46	87. 1st Stress 47	48	87. 2nd Stress 49	50
87. 3rd Stress 51	52	96. 1st Activity 53	54	96. 2nd Acti- 55
vity 56	96. 3rd Activity 57	58	97. Other Limitations 59	60
107. Lake/Stream 61	62	County 63	64	107 2nd Lake/ 65
Stream 66	County 67	68	107. 3rd Lake/Stream 69	70
County 71	72	107. 4th Lake/Stream 73	74	County 75
76	107. 5th Lake/Stream 77	78	County 79	80

NASIS-82 CARD 14

2 1	1 2	4 3	0 4	Cover Sheet 5
Serial No. 6	7	8	I.D. No. 9	10
11	12	Coder I.D. 13	14	1 15
4 16	111. County 17	18	112. %Species 19	20
152. Other Race 21	22	7. County No. 23	24	25
8.A. City Code 26	27	28	29	Area Code 30
Telephone Prefix 31	32	33	X-Axis 34	35
36	37	Y-Axis 38	39	40
41	End of Card 42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80

INDUCTIVE CODES FOR NASIS82 CORE QUESTIONS

Coder I.D. Numbers

01	Sharon Selvage
02	Marilyn Hitz
03	Geneva Baker
04	DeVonne Rustermier
05	Laurie Eells

Household Type

01	Husband-Wife only
02	Husband-Wife, dependent children
03	Husband-Wife, dependent children, other relatives
04	Husband-Wife, dependent children, other relatives, non-relatives
05	Husband-Wife, dependent children, non-relatives
06	One person household
07	Two or more non-relatives, living together
08	Parent with own children
09	Parent with own children, other relatives
10	Parent with own children, other non-relatives
11	Parent with own children, other relatives, non-relatives
12	Two or more relatives not elsewhere classified
13	Husband-Wife, other relatives
14	Two or more relatives and a non-relative
15	Husband-Wife, non-relatives

Occupational Type Codes to Use on Occupation Questions

01	Professional, Technical, and Kindred Workers
02	Managers, Officials and Proprietors
03	Clerical and Kindred Workers
04	Sales Workers
05	Craftsmen and Foremen
06	Operatives
07	Non-farm Laborers
08	Private Household Workers
09	Service Workers
10	Farm Laborers or Foremen
11	Military
12	Farmer owning 2500 or more acres, irrigation not ascertained
13	Farmer owning 2500 or more acres, non-irrigated
14	Farmer owning 2500 or more acres, secondary irrigation
15	Farmer owning 2500 or more acres, primary irrigation
16	Farmer owning 2000-2499 acres, irrigation not ascertained
17	Farmer owning 2000-2499 acres, non-irrigated
18	Farmer owning 2000-2499 acres, secondary irrigation
19	Farmer owning 1000-1999 acres, primary irrigation
20	Farmer owning 500- 999 acres, irrigation not ascertained
21	Farmer owning 500- 999 acres, non-irrigated
22	Farmer owning 500- 999 acres, secondary irrigation
23	Farmer owning 500- 999 acres, primary irrigation
24	Farmer owning 220-499 acres, irrigation not ascertained
25	Farmer owning 220-499 acres, non-irrigated

Occupational Type Codes to Use on Occupation Questions (continued)

26	Farmer owning 220-499 acres, secondary irrigation
27	Farmer owning 220-499 acres, primary irrigation
28	Farmer owning less than 220 acres, irrigation not ascertained
29	Farmer owning less than 220 acres, non-irrigated
30	Farmer owning less than 220 acres, secondary irrigation
31	Farmer owning less than 220 acres, primary irrigation
32	Farmer renting 500 or more acres, irrigation not ascertained
33	Farmer renting 500 or more acres, non-irrigated
34	Farmer renting 500 or more acres, secondary irrigation
35	Farmer renting 500 or more acres, primary irrigation
36	Farmer renting 220-499 acres, irrigation not ascertained
37	Farmer renting 220-499 acres, non-irrigated
38	Farmer renting 220-499 acres, secondary irrigation
39	Farmer renting 220-499 acres, primary irrigation
40	Farmer renting less than 220 acres, irrigation not ascertained
41	Farmer renting less than 220 acres, non-irrigated
42	Farmer renting less than 220 acres, secondary irrigation
43	Farmer renting less than 220 acres, primary irrigation
44	Rancher, 5,000 or more head of cattle
45	Rancher, 3,000-4,999 head of cattle
46	Rancher, 1,500-2,999 head of cattle
47	Rancher, 750-1,499 head of cattle
48	Rancher, 250-749 head of cattle
49	Rancher, 100-249 head of cattle
50	Rancher, less than 100 head of cattle
51	Rancher, Not Elsewhere Classified
52	Farmer, Own, Not Elsewhere Classified
53	Farmer, Rent, Not Elsewhere Classified
54	Farmer, Not Elsewhere Classified
55	Retired, No other information
56	Farmer-Rancher, Not Elsewhere Classified
57	Farmer owning 1000-1999 acres, non-irrigated
58	Farmer owning 1000-1999 acres, secondary irrigation
59	Farmer owning 1000-1999 acres, primary irrigation
60	Farmer owning 2000-2499 acres, primary irrigation
61	Dairy Farmer
62	Farmer, Own-Rent, Primary irrigation
63	Hog Farmer
64	Rancher-Farmer, Own 1000-1999 acres, 100-249 head of cattle
65	Farm/Ranch Manager
66	Grain, Dairy, and Hog Farmer
67	Grain, Hog, and Beef Farmer
68	Grain and Hog Farmer
69	Rancher-Farmer, Own 220-499 acres, Rent 8500 acres, 250-749 head of cattle
70	Sheep Raiser

Item 21. "Other" Religious Preference

01	Atheist
02	Islamic
03	Agnostic
04	Serbian Orthodox
05	Greek Orthodox
06	Bible - Family Group -- studies Bible
07	Follows ways of Cheyenne Indians
08	Buddhist

Item 22. "Other" Denomination

01	Christian Science
02	Christian (not Disciple of Christ)
03	Reformed Church
04	Berean
05	Jehovah Witness
06	Nazarene
07	Reorganized Church of Latter Day Saints
08	Church of the Brethren
09	Mormon
10	Gospel Chapel
11	Grace Reformed
12	Non-Denominational
13	Salvation Army
14	Swedenborgian
15	Covenant
16	Christian Missionary Alliance
17	Mennonite
18	Fundamental
19	Seventh Day Adventist
20	Pentacostal
21	Holiness
22	Full Gospel
23	Church of God in Christ
24	Unitarian
25	Evangelical United Brethren
26	Interdenominational
27	Evangelist Covenant
28	Evangelical
29	Evangelical Bible
30	Church of Christ
31	Church of the Living God
32	United Church of Canada
33	Tabernacle - all denominations
34	Missionary Church
35	Church not affiliated with any denomination; independent church; no governing body
36	Indian Hills Community Church
37	Holland Reformed
38	Bahai
39	Charismatic

Item 152. "Other" Race

01	A natural person
02	Japanese (Oriental)
03	Arab
04	Alaskan - Native Eskimo
05	American
06	American of African and Indian descent
07	Malaysian
08	Korean

NASIS82 CITY CODES

0015	Ainsworth
0020	Albion
0025	Alda
0035	Allen
0040	Alliance
0045	Alma
0080	Arapahoe
0085	Arcadia
0090	Arlington
0095	Arnold
0100	Arthur
0105	Ashland
0115	Atkinson
0125	Auburn
0130	Aurora
0140	Axtell
0150	Bancroft
0175	Bassett
0180	Battle Creek
0185	Bayard
0195	Beatrice
0200	Beaver City
0205	Beaver Crossing
0215	Beemer
0225	Belgrade
0230	Bellevue
0245	Benedict
0250	Benkelman
0255	Bennet
0260	Bennington
0275	Big Springs
0285	Blair
0290	Bloomfield
0320	Brady
0325	Brainard
0335	Bridgeport
0340	Bristow
0355	Broken Bow
0365	Brule
0380	Brunswick
0390	Burr
0400	Burwell
0410	Butte
0415	Byron
0420	Cairo
0430	Cambridge
0445	Carroll
0450	Cedar Bluffs
0455	Cedar Rapids
0465	Central City
0475	Chadron
0490	Chappell
0505	Clarkson
0515	Clay Center
0520	Clearwater
0535	Coleridge
0545	Columbus
0590	Cozad
0600	Craig
0605	Crawford
0610	Creighton
0615	Creston
0620	Crete
0625	Crofton
0635	Culbertson
0640	Curtis
0650	Dakota City
0665	Dannebrog
0675	Davenport
0685	David City
0700	Decatur
0710	Deshler
0730	Diller
0745	Dodge
0750	Doniphan
0825	Elkhorn
0835	Elmwood
0845	Elwood
0855	Emerson
0870	Ericson
0880	Ewing
0890	Fairbury
0895	Fairfield
0900	Fairmont
0905	Falls City
0925	Firth
0930	Fordyce
0935	Fort Calhoun
0945	Franklin
0950	Fremont
0955	Friend
0960	Fullerton
0965	Funk
0985	Geneva
0990	Genoa
0995	Gering
1000	Gibbon
1015	Glenvil
1025	Gordon
1030	Gothenburg
1045	Grand Island
1050	Grant
1055	Greeley Center
1060	Greenwood
1065	Gresham
1070	Gretna
1110	Hamlet
1135	Hartington
1140	Harvard
1145	Hastings
1170	Hebron

1175	Hemingford
1180	Henderson
1185	Hendley
1195	Herman
1205	Hickman
1210	Hildreth
1220	Holdrege
1235	Hooper
1255	Howells
1260	Hubbard
1265	Hubbell
1270	Humboldt
1295	Imperial
1300	Indianola
1305	Inglewood
1315	Ithaca
1320	Jackson
1345	Juaniata
1350	Kearney
1370	Kimball
1380	Laurel
1383	LaVista
1395	Leigh
1405	Lewellen
1415	Lexington
1425	Lincoln
1450	Long Pine
1470	Loup City
1480	Lyman
1485	Lynch
1490	Lyons
1495	McCook
1515	Madison
1520	Madrid
1530	Malcolm
1565	Mason City
1580	Mead
1600	Merna
1605	Merriman
1610	Milford
1615	Millard
1630	Minatare
1635	Minden
1640	Mitchell
1680	Murray
1695	Nebraska City
1705	Neligh
1715	Nemaha
1730	Newman Grove
1745	Niobrara
1755	Norfolk
1765	North Bend
1770	North Loup
1775	North Platte
1810	Odell
1815	Ogallala
1825	Omaha
1830	O'Neill
1835	Ong
1840	Orchard
1845	Ord
1855	Orleans
1860	Osceola
1865	Oshkosh
1870	Osmond
1880	Overton
1885	Oxford
1890	Page
1900	Palmer
1905	Palmyra
1915	Papillion
1920	Pawnee City
1925	Paxton
1935	Pender
1940	Peru
1950	Phillips
1960	Pierce
1980	Plattsmouth
2015	Potter
2030	Primrose
2045	Ralston
2050	Randolph
2055	Ravenna
2070	Republican City
2080	Richland
2090	Riverdale
2130	Rulo
2135	Rushville
2150	St. Helena
2155	St. Paul
2165	Sargent
2175	Schuyler
2185	Scottsbluff
2190	Scribner
2195	Seneca
2200	Seward
2205	Shelby
2210	Shelton
2215	Shickley
2230	Sidney
2245	Snyder
2255	South Sioux City
2270	Sprague
2275	Springfield
2290	Stanton
2340	Stratton
2350	Stuart
2360	Superior
2365	Surprise
2370	Sutherland
2375	Sutton
2380	Swanton

2385	Syracuse
2395	Talmage
2400	Tamora
2415	Tecumseh
2420	Tekamah
2445	Tilden
2455	Trenton
2475	Unadilla
2495	Valentine
2500	Valley
2540	Wahoo
2550	Wallace
2570	Waterloo
2575	Wauneta
2580	Wausa
2585	Waverly
2590	Wayne
2595	Weeping Water
2605	Western
2615	Weston
2620	West Point
2630	Wilber
2655	Winside
2680	Wood River
2685	Wymore
2694	St. Libory
2695	York
2700	Yutan
2706	Morrill
2785	Odessa
2850	Homer
3005	Boelus
3010	Brownlee
9996	Rural Areas

001	Adams (13)
003	Antelope (11)
005	Arthur (19)
007	Banner (22)
009	Blaine (26)
011	Boone (10)
013	Box Butte (23)
015	Boyd (24)
017	Brown (24)
019	Buffalo (15)
021	Burt (6)
023	Butler (8)
025	Cass (4)
027	Cedar (25)
029	Chase (19)
031	Cherry (24)
033	Cheyenne (21)
035	Clay (13)
037	Colfax (10)
039	Cuming (6)
041	Custer (26)
043	Dakota (3)
045	Dawes (23)
047	Dawson (16)
049	Deuel (21)
051	Dixon (25)
053	Dodge (2)
055	Douglas (1)
057	Dundy (20)
059	Fillmore (9)
061	Franklin (17)
063	Frontier (16)
065	Furnas (17)
067	Gage (14)
069	Garden (22)
071	Garfield (26)
073	Gosper (16)
075	Grant (19)
077	Greeley (19)
079	Hall (12)
081	Hamilton (12)
083	Harlan (17)
085	Hayes (20)
087	Hitchcock (20)
089	Holt (24)
091	Hooker (18)
093	Howard (12)
095	Jefferson (14)
097	Johnson (7)
099	Kearney (15)
101	Keith (19)
103	Keya Paha (24)
105	Kimball (21)
107	Knox (25)

Planning and Development Region numbers are in parentheses following county name.

109	Lancaster (2)
111	Lincoln (18)
113	Logan (18)
115	Loup (26)
117	McPherson (18)
119	Madison (11)
121	Merrick (12)
123	Morrill (22)
125	Nance (10)
127	Nemaha (7)
129	Nuckolls (13)
131	Otoe (4)
133	Pawnee (7)
135	Perkins (19)
137	Phelps (17)
139	Pierce (11)
141	Platte (10)
143	Polk (9)
145	Red Willow (20)
147	Richardson (7)
149	Rock (24)
151	Saline (8)
153	Sarpy (1)
155	Saunders (4)
157	Scotts Bluff (22)
159	Seward (8)
161	Sheridan (23)
163	Sherman (26)
165	Sioux (23)
167	Stanton (11)
169	Thayer (14)
171	Thomas (18)
173	Thurston (6)
175	Valley (26)
177	Washington (5)
179	Wayne (11)
181	Webster (13)
183	Wheeler (26)
185	York (9)

Planning and Development Region numbers are in parentheses following county name.

APPENDIX G

LIST OF VARIABLES

List of Variables in the NASIS-1982 Archive SPSS File

The names of most variables reflect the number of the item in the interview schedule. Therefore, VAR8 would be the information asked in the question number 8 ("Do you live on a farm, in open country but not on a farm, or in a town or city?"). Some questions did not have numbers, or there were multiple questions asked under the same number. If multiple questions were asked under the same number, then each item is followed either by an A, B, C ... or in some more complex cases where it already has a letter, by sequential numbers after the letter.

The primary items without numbers are those from the summary table at the beginning of the interview which gives basic demographic characteristics for all persons in the dwelling unit. These variables have been given two-part labels. The first is a set of letters which abbreviates the variable number, for example DEGREE indicates highest degree of the person listed and MARITAL gives marital status. These letters are followed by a number which identifies persons in the household by the order in which they were listed in the summary table. Thus MARITAL2 would tell the marital status of the second person listed. Another variable identifies the person who was the respondent and moves all the information about them into a separate set of variables. These use the same alphabetic label, but are followed by the letter 'R' indicating respondent, for example, MARITALR. If the label is followed by the letter 'S', it describes the respondent's spouse. The child respondent selected for the variables PRK102A2 to PRK102R4 is described in another set of summary variables followed by the letter 'C'.

Variables that were not punched directly but coded from the interview schedule before punching are often designated by an 'I' prefix followed by the number of the item on the schedule.

Created variables do not have a name with a number, but are given a name that clearly indicates what they are (e.g., COUNTY is the county the household is located in).

Variable Name	Variable Label
TYPE	Type of schedule
INTERV	Interviewer Code
SERNO	Serial number
BEGAN	Time interview began
ENDED	Time interview ended
DURATION	Length of interview in minutes
DATE	Date interview completed
DAY	Day of week interview completed
RELATN1	Relation to P.I.E. - respondent #1
SEX1	Sex of respondent #1
AGE1	Age of respondent #1
MARITAL1	Marital status of respondent #1
SCHOOL1	Years of schooling of respondent #1
DEGREE1	Highest degree earned of respondent #1
STATUS1	Status in survey of respondent #1
RELATN2	Relation to P.I.E. - respondent #2
SEX2	Sex of respondent #2
AGE2	Age of respondent #2
MARITAL2	Marital status of respondent #2
SCHOOL2	Years schooling of respondent #2
DEGREE2	Highest degree earned by respondent #2
STATUS2	Status in survey of respondent #2
RELATN3	Relation to P.I.E. - respondent #3
SEX3	Sex of respondent #3
AGE3	Age of respondent #3
MARITAL3	Marital status of respondent #3
SCHOOL3	Years schooling of respondent #3
DEGREE3	Highest degree earned by respondent #3
STATUS3	Status in survey of respondent #3
RELATN4	Relation to P.I.E. - respondent #4
SEX4	Sex of respondent #4
AGE4	Age of respondent #4
MARITAL4	Marital status of respondent #4
SCHOOL4	Years schooling of respondent #4
DEGREE4	Highest degree earned by respondent #4
STATUS4	Status in survey of respondent #4
RELATN5	Relation to P.I.E. - respondent #5
SEX5	Sex of respondent #5
AGE5	Age of respondent #5
MARITAL5	Marital status of respondent #5
SCHOOL5	Years schooling of respondent #5
DEGREE5	Highest degree earned by respondent #5
STATUS5	Status in survey of respondent #5
RELATN6	Relation to P.I.E. - respondent #6
SEX6	Sex of respondent #6
AGE6	Age of respondent #6
MARITAL6	Marital status of respondent #6
SCHOOL6	Years schooling of respondent #6
DEGREE6	Highest degree earned by respondent #6
STATUS6	Status in survey of respondent #6
RELATN7	Relation to P.I.E. - respondent #7
SEX7	Sex of respondent #7
AGE7	Age of respondent #7
MARITAL7	Marital status of respondent #7
SCHOOL7	Years schooling of respondent #7
DEGREE7	Highest degree earned by respondent #7
STATUS7	Status in survey of respondent #7

RELATN8	Relation to P.I.E. - respondent #8
SEX8	Sex of respondent #8
AGE8	Age of respondent #8
MARITAL8	Marital status of respondent #8
SCHOOL8	Years schooling of respondent #8
DEGREE8	Highest degree earned by respondent #
STATUS8	Status in survey of respondent #8
RELATN9	Relation to P.I.E. - respondent #9
SEX9	Sex of respondent #9
AGE9	Age of respondent #9
MARITAL9	Marital status of respondent #9
SCHOOL9	Years schooling of respondent #9
DEGREE9	Highest degree earned by respondent #9
STATUS9	Status in survey of respondent #9
RELATN10	Relation to P.I.E. - respondent #10
SEX10	Sex of respondent #10
AGE10	Age of respondent #10
MARITALO	Marital status of respondent #10
SCHOOL10	Years schooling of respondent #10
DEGREE10	Highest degree earned by respondent #10
STATUS10	Status in survey of respondent #10
VAR8	Living in farm, country, town or city?
VAR9	Someone in household farming or ranching
VAR10	Satisfaction with community
VAR11	Community safer than 2 years ago?
VAR12	Quality of public school in neighborhood
VAR13	Kinds of housing unit
VAR14	Own, rent, or buy own home?
VAR15	Employment status last week
VAR15A	Ever work for full year?
VAR15C	Number months worked at current job
VAR15D	Overall satisfaction with work
VAR16	Employment status last week - spouse
VAR16A	Ever work for full year? - spouse
VAR16C	Number months worked at current job - spouse
VAR17	Overall happiness rating
VAR18	Number times married
VAR19A1	Age at marriage - marriage #1
VAR19B1	Marriage #1 intact?
VAR19C1	Reason for end - marriage #1
VAR19D1	Respondent's age at end of marriage #1
VAR19A2	Age at marriage - marriage #2
VAR19B2	Marriage #2 intact?
VAR19C2	Reason for end - marriage #2
VAR19D2	Respondent's age at end of marriage #2
VAR19A3	Age at marriage - marriage #3
VAR19B3	Marriage #3 intact?
VAR19C3	Reason for end - marriage #3
VAR19D3	Respondent's age at end of marriage #3
VAR19A4	Age at marriage - marriage #4
VAR19B4	Marriage #4 intact?
VAR19C4	Reason for end - marriage #4
VAR19D4	Respondent's age at end of marriage #4
VAR20	Marital happiness rating
VAR21	Religious preference
VAR22	Protestant denomination
VAR23	Attend religious services past 7 days?
VAR24	Prefer raise taxes or reduce services

VAR25A	Raising property tax - favor or oppose?
VAR25B	Raising state income tax - favor or oppose?
VAR25C	Raising state sales tax - favor or oppose?
VAR25D	Raising state gas tax - favor or oppose?
VAR25E	Raise alcohol and tobacco tax - favor or oppose?
VAR26A	How much spent on environmental programs?
VAR26B	How much spent on programs for poor?
VAR26C	How much spent on public schools?
VAR26D	How much spent on streets and highways?
VAR26E	How much spent on law enforcement?
VAR26F	How much spent on colleges and universities?
VAR26G	How much spent on health care - hospitals?
VAR26H	How much spent on energy programs?
VAR26I	How much spent on public transportation?
VAR26J	How much spent on prisons?
VAR26K	How much spent on programs for elderly?
VAR26L	How much spent for industry growth?
VAR26M	How much spent for parks and recreation?
VAR26N	How much spent on tourism?
VAR27A	How strong Republican or Democrat
VAR27B	If Independent, closer to Democrat or Republican?
VAR28	If middle of road, more Liberal or Conservative?
VAR29	Relative income rating
VAR30	Financial prospects vs. 2 years ago
ENR31	Thermostat setting when home during day
ENR32	Thermostat setting at night
ENR33	Thermostat setting when no one home
ENR34	Thermostat setting of AC last summer
ENR35A	Caulked or weatherstripped
ENR35B	Installed storm windows
ENR35C	Installed storm doors
ENR35D	Added attic insulation
ENR35E	Added insulation inside walls
ENR35F	Added outside wall siding
ENR35G	Miscellaneous actions
ENR36A	Add or replace central AC since March, 1981
ENR36B	Add or replace room AC since March, 1981
ENR36C	Add or replace refrigerator since March, 1981
ENR36D	Add or replace freezer since March, 1981
ENR36E	Add or replace electric water heater since March, 1981
ENR36F	Add or replace gas water heater since March, 1981
ENR36G	Add or replace electric range since March, 1981
ENR36H	Add or replace gas range since March, 1981
ENR36I	Add or replace electric dryer since March, 1981
ENR36J	Add or replace gas dryer since March, 1981
ENR37	Buy appliance - think of energy efficiency?
ENR38	Read energy labels on major appliances?
ENR39A	How important comfort and luxury when buying car?
ENR39B	How important gas mileage when buying car?
ENR39C	How important car manufacturer when buying car?
ENR39D	How important cost when buying car?
ENR39E	Of previous four, what is most important?
ENR40A	How interested in local school?
ENR40B	How interested in economy
ENR40C	How interested in mayor and city officials?
ENR40D	How interested in governor and state legislature?
ENR40E	How interested in world affairs?
ENR40F	How interested in what president does?
ENR40G	How interested in decision by courts and juries?

ENR40H	How interested in government on oil and energy?
ENR40I	How interested in city decisions?
ENR40J	How interested in college and universities in Nebraska?
ENR40K	How interested in U.S. defense budget?
RSK41	How often wear seat belts in car?
SCAR42	Travel more, less, same during last 3 years?
SCAR43	Entertain in home less then, greater than, or same last 3 years?
SCAR44	Exchange gifts less than, greater than, or same during last 3 years?
SCAR45	Increase food and fuel led to decrease in living standard?
SCAR46	Increase food & fuel cause decrease in living standard next 5 years?
SCAR47	Standard of living increase, decrease, or same in next 10 years?
SCAR48	Will people in U.S. face severe shortages?
SCAR48A	Will shortages occur in next 10 years?
SCAR48B	Will shortages affect you?
SCAR48C	Will shortages be permanent or temporary?
SCAR49	In shortages - not critical of officials
SCAR50	Should trust officials in a shortage?
SCAR51	Food - fuel shortage, ok to ask highest price?
SCAR52	In hard times, money from rich to poor?
SCAR53	Bad times, poor should care for themselves?
SCAR54	Fuel scarce, government should ration?
SCAR55	Stick with old rather than trying new?
SCAR56	If try to change things, they get worse
SCAR57	Know something works before I chanced it?
SCAR58A	OK for people to organize to protect interests?
SCAR58B	OK to be in a protest, rally, or march?
SCAR58C	OK for people to disobey unfair law?
SOC59A	Respondents job covered by social security?
SOC59B	Spouse's job covered by social security?
SOC60A	P.I.E. life insurance more or less than 50 thousand?
SOC60A1	Life insurance amount greater than 50 thousand
SOC60A2	Life insurance amount less than 50 thousand
SOC61	Should social security meet need or supplement income?
SOC62	Social security earnings test kept or maintained?
SOC63	Eliminate social security earnings test for people over 65?
SOC64	Confidence in future stability of social security program
SOC65	Should social security taxes be increased?
SOC66	Should social security benefit lowered over tax increase?
SOC67	Should recipients age increase to 68 over tax increase?
SOC68	Should social security be ended?
SOC69	Would choose to be in or out of social security?
WEL70	Percent funds for needy by private sector
WEL71A1	Should federal government decide on group assistance?
WEL71A2	Should state decide on group assistance?
WEL71A3	Should local decide on group assistance?
WEL71B1	Should federal government establish policies on programs?
WEL71B2	Should state establish policies on programs?
WEL71B3	Should local establish policies on programs?
WEL71C1	Should federal government budget welfare money?
WEL71C2	Should state budget welfare money?
WEL71C3	Should local budget welfare money?
WEL71D1	Should federal government develop/plan programs for poor?
WEL71D2	Should state develop/plan programs for poor?
WEL71D3	Should local develop/plan programs for poor?
WEL71E1	Should federal government watch programs that serve poor?
WEL71E2	Should state watch programs that serve poor?
WEL71E3	Should local watch programs that serve poor?

WEL72	Officials represent your view on welfare programs?
WEL73A	Should continue social services for abused/neglected children?
WEL73B	Should continue social services for disabled adults/children
WEL73C	Should continue spouse abuse programs?
WEL73D	Should continue meals for elders of all incomes?
WEL73E	Should continue in-home services for elderly?
WEL73F	Should continue community programs for mentally retarded?
WEL73G	Should continue medical payments for poor family?
WEL73H	Should continue living expenses for poor family?
HLT74	Reduce activities due to illness?
HLT74A	How many days activities restricted?
HLT74B	Did you have to stay in bed?
HLT74C	How many days did you stay in bed?
HLT75	Long term illness this year?
HLT76	Have you seen a doctor this year?
HLT76A	How many doctor visits this year?
HLT77	Admitted to hospital this year?
HLT77A	How many times were you admitted?
HLT77B	Surgery performed in hospital in past year?
HLT78	Have public or private health insurance?
HLT79	Health excellent, good, fair, or poor
HLT80	Ever felt like have a nervous breakdown?
RSK81	Times blood pressure checked
RSK82	Ever told you have high blood pressure?
RSK82A	Who told you you had high blood pressure?
RSK82B	Any treatment prescribed for high blood pressure?
RSK82C1	Blood pressure treated with medication
RSK82C2	Blood pressure treated with salt restriction
RSK82C3	Blood pressure treated with weight loss
RSK82C4	Blood pressure treated with exercise
RSK82C5	Blood pressure treated with avoiding stress
RSK82C6	Blood pressure treated with other means
RSK82D	Still taking medication for blood pressure
RSK82E	Is blood pressure still high?
RSK83	How much exercise during day?
RSK84	How often exercise 15-20 minutes to cause sweat?
RSK85	How often feel nervous, tense, stress, irritable?
RSK86A	Use alcohol to reduce nervousness, tenseness, stress?
RSK86B	Use pills to reduce nervousness, tenseness, stress?
RSK86C	Exercise to reduce nervousness, tenseness, stress?
RSK86D	Yoga, meditate, or pray to reduce nervousness, tenseness, stress?
RSK86E	Let off steam to reduce nervousness, tenseness, stress?
RSK86F	Talk with friends/professionals to reduce nerves?
RSK86G	Do nothing to reduce nerves, stress?
RSK76H	Eat to reduce nerves, stress?
RSK86I	Smoke to reduce nerves, stress?
RSK86J	Miscellaneous to reduce nerves, stress?
RSK87A	Job source of stress, nerves, tension?
RSK87B	Spouse source of stress, nerves, tension?
RSK87C	Family source of stress, nerves, tension?
RSK87D	Social acts source of stress, nerves?
RSK87E	Miscellaneous source of stress, nerves?
RSK88	Height without shoes
RSK89	Present weight
RSK90	Respondent overweight?
RSK91	How often limit fat - cholesterol?
RSK92	How often limit salt in cooking or eating?
RSK93	Smoke cigarettes?
RSK93A	How many cigarettes smoked per day?
RSK93B	Will you be smoking 5 years from now?

RSK94	Smoked at least 100 cigarettes in lifetime?
PRK95	Are you an active outdoor person?
PRK96A	Have you a first favorite outdoor activity?
PRK96B	Have you a second favorite outdoor activity?
PRK96C	Have you a third favorite outdoor activi
PRK97A	Limits on recreation - gas/distance
PRK97B	Limits on recreation - money
PRK97C	Limits on recreation - time from work
PRK97D	Limits on recreation - family schedules
PRK97E	Limits on recreation - crowding
PRK97F	Limits on recreation - weather
PRK97G	Limits on recreation - limited skills
PRK97H	Limits on recreation - no facilities/equipment
PRK97I	Limits on recreation - prefer indoor recreation
PRK97J	Limits on recreation - geography
PRK97K	Limits on recreation - health
PRK97L	Limits on recreation - no limitations
PRK97M	Other recreation limitations
FSH98	Have fishing permits?
FSH98A1	First household member with permit
FSH98A2	Second household member with permit
FSH98A3	Third household member with permit
FSH98A4	Fourth household member with permit
FSH98A5	Fifth household member with permit
FSH99	How many free senior citizen permits in household?
FSH99A1	First household member with free permit
FSH99A2	Second household member with free permit
FSH99A3	Third household member with free permit
FSH99A4	Fourth household member with free permit
FSH99A5	Fifth household member with free permit
FSH99B1	First household member with veteran permit
FSH99B2	Second household member with veteran permit
FSH99B3	Third household member with veteran permit
FSH99B4	Fourth household member with veteran permit
FSH99B5	Fifth household member with veteran permit
FSH100	Number in household under 16 who fish?
FSH100A1	First member under 16 who fishes
FSH100A2	Second member under 16 who fishes
FSH100A3	Third member under 16 who fishes
FSH100A4	Fourth member under 16 who fishes
FSH100A5	Fifth member under 16 who fishes
PRK101	Have duck stamp?
PRK102A1	Swim in outdoor pool - self
PRK102A2	Swim in outdoor pool - child
PRK102A3	Days swimming in pool - self
PRK102A4	Days swimming in pool - child
PRK102A5	Participate less, more, or same as before
PRK102B1	Swim in beach or lake -self
PRK102B2	Swim in beach or lake - child
PRK102B3	Days swimming in beach or lake - self
PRK102B4	Days swimming in beach or lake - child
PRK102B5	Participate more, less, or same as before
PRK102C1	Play golf - self
PRK102C2	Play golf - child
PRK102C3	Days play golf - self
PRK102C4	Days play golf - child
PRK102D1	Play tennis - self
PRK102D2	Play tennis - child
PRK102D3	Days play tennis -self
PRK102D4	Days play tennis - child

PRK102E1	Cross-country skiing - self
PRK102E2	Cross-country skiing - child
PRK102E3	Days cross-country skiing - self
PRK102E4	Days cross-country skiing - child
PRK102F1	Boating - self
PRK102F2	Boating - child
PRK102F3	Days boating - self
PRK102F4	Days boating - child
PRK102F5	Participate less, more, or same as before
PRK102F6	Location of boating
PRK102F7	Percent non-Nebraska boating
PRK102F8	Satisfaction with facilities
PRK102F9	Percent of boating time for fishing
PRK102G1	Power boating with water skiing -self
PRK102G2	Power boating with water skiing - child
PRK102G3	Days power boating with water skiing - self
PRK102G4	Days power boating with water skiing - child
PRK102H1	Power boating - no water skiing - self
PRK102H2	Power boating - no water skiing - child
PRK102H3	Days power boating - no water skiing - self
PRK102H4	Days power boating - no water skiing - child
PRK102I1	Canoeing - self
PRK102I2	Canoeing - child
PRK102I3	Days canoeing - self
PRK102I4	Days canoeing - child
PRK102J1	Sailing - self
PRK102J2	Sailing - child
PRK102J3	Days sailing - self
PRK102J4	Days sailing - child
PRK102K1	Rafting - self
PRK102K2	Rafting - child
PRK102K3	Days rafting -self
PRK102K4	Days rafting - child
PRK102L1	Other forms of boating - self
PRK102L2	Other forms of boating - child
PRK102L3	Days boating in other forms - self
PRK102L4	Days boating in other forms - child
PRK102M1	Hunting - self
PRK102M2	Hunting - child
PRK102M3	Days hunting - self
PRK102M4	Days hunting - child
PRK102M5	Participate less, more, or same as before
PRK102M6	Location of hunting
PRK102M7	Percent non-Nebraska hunting
PRK102M8	Satisfaction with facilities
PRK102N1	Camping - self
PRK102N2	Camping - child
PRK102N3	Days camping - self
PRK102N4	Days camping - child
PRK102N5	Participate less, more, or same as before
PRK102N6	Location of camping
PRK102N7	Percent non-Nebraska camping
PRK102N8	Satisfaction with facilities
PRK102N9	Percent Nebraska tenting
PRK102O1	Camping - treasure hunt with detector - self
PRK102O3	Days camp - treasure hunt with detector - self
PRK102P1	Fishing - self
PRK102P2	Fishing - child
PRK102P3	Days fishing - self
PRK102P4	Days fishing - child

PRK102P5	Participate less, more, or same as before?
PRK102P6	Location of fishing
PRK102P7	Percent non-Nebraska fishing
PRK102P8	Satisfaction with facilities
PRK102Q1	Fishing in lake or reservoir - self
PRK102Q2	Fishing in lake or reservoir - child
PRK102Q3	Days lake fishing - self
PRK102Q4	Days lake fishing - child
PRK102R1	Fishing in stream or river - self
PRK102R2	Fishing in stream or river - child
PRK102R3	Days fishing in stream or river - self
PRK102R4	Days fishing in stream or river - child
PRK103	Type of party usually camped with
FSH104A	Used rod and real in past year?
FSH104B	Used ice fishing in past year?
FSH104C	Used snagging in past year?
FSH104D	Used set lines in past year?
FSH104E	Used jug or float lines in past year?
FSH104F	Used surface spear fishing in past year?
FSH104G	Used underwater spear fishing in past year?
FSH104H	Used bow fishing in past year?
FSH104I	Used none of these methods in fishing in past year?
FSH105	Times fished in private facilities
FSH106	Times fished in public waters
FSH107A	Times fished first public lake - stream
FSH107B	Times fished second public lake - stream
FSH107C	Times fished third public lake - stream
FSH107D	Times fished fourth public lake - stream
FSH107E	Times fished fifth public lake - stream
FSH108A	Times fished for largemouth bass
FSH108B	Times fished for smallmouth bass
FSH108C	Times fished for striped bass
FSH108D	Times fished for white bass
FSH108E	Times fished for catfish
FSH108F	Times fished for walleye
FSH108G	Times fished for sauger
FSH108H	Times fished for northern pike
FSH108I	Times fished for trout
FSH108J	Times fished for paddlefish
FSH108K	Times fished for yellow perch
FSH108L	Times fished for crappie
FSH108M	Times fished for bluegill
FSH108N	Times fished for bullhead
FSH108O	Times fished for carp
FSH109A	Went fishing in January of 1981
FSH109B	Went fishing in February of 1981
FSH109C	Went fishing in March of 1981
FSH109D	Went fishing in April of 1981
FSH109E	Went fishing in May of 1981
FSH109F	Went fishing in June of 1981
FSH109G	Went fishing in July of 1981
FSH109H	Went fishing in August of 1981
FSH108I	Went fishing in September of 1981
FSH109J	Went fishing in October of 1981
FSH109K	Went fishing in November of 1981
FSH109L	Went fishing in December of 1981
FSH110	Ever caught a fish with game and parks tag?
FSH110A	Did you send in the tag?
FSH111	Did you fish in the Missouri River in 1981?

FSH113	How many fishing trips to Missouri River in 1981?
FSH114	Did access to Missouri River limit your use?
FSH115	Agree to be part of follow-up fishing study?
VAR116A	Important to keep voc-tech programs for students?
VAR116B	Important to keep rec programs for community members?
VAR116C	Important to keep liberal arts education programs?
VAR116D	Important to keep transferrable 1-2 year college programs?
VAR117	Courses taken at a Junior or Community College in past year?
VAR117A	Voc-Tech, hobby-rec., or liberal arts courses?
VAR117B	Intend to get degree from a community college?
VAR118	Listen - Watch religious programs on Television or Radio?
VAR119	Heard or read about the Moral Majority?
VAR120	Approve or disapprove of Moral Majority?
VAR121A	Equal Rights Amendment should be defeated
VAR121B	Sex education should be offered in public school
VAR121C	Public school should conduct prayers
VAR121D	Government should eliminate pornography
VAR121E	U.S. should increase military defense spending
VAR121F	Country better off with strict gun control
VAR121G	Public schools should teach creationism
VAR121H	Abortion is private, government should stay out
VAR121I	Bible is the liberal word of God
RSK122	Do you ever drink beer, wine, or liquor?
RSK122A	Do you ever drink beer?
RSK122B	Do you ever drink wine?
RSK122C	Do you ever drink liquor?
RSK122D	How much alcohol do you drink?
RSK122E	How often has alcohol caused you problems in the past year?
ALC123	You or family ever had accident involving alcohol?
ALC124	Are alcohol problems bad in your area?
HED125	Know of preventive programs in schools?
HED126	Need more programs in schools?
HED127	Know of preventive programs in town?
HED128	Need more community programs?
HED129	More taxes spent on preventive programs?
HED130	In future, how likely you or family have alcohol problems?
HED131	More local controls on alcohol availability
HED132A	Acceptable increase legal drinking age to 21?
HED132B	Acceptable increase legal driving age to 18?
HED132C	Acceptable reduce number of liquor licenses?
HED132D	Acceptable raise alcohol prices by tax?
HED132E	Acceptable prohibit 2-Fers and 4-Fers?
HED132F	Acceptable reduce beer alcohol content?
HED132G	Acceptable prohibit beer sale in pitchers?
HED132H	Acceptable produce smaller beer cans?
HED132I	Acceptable eliminate Television alcohol ads?
HED132J	Acceptable warning labels on alcohol bottles?
HED132K	Acceptable to increase penalties for drinking and driving?
HED132L	Acceptable to increase enforcement of drunk driving laws?
HED132M	Acceptable to increase alcohol education programs?
HED133A	Effective to increase legal drinking age to 21?
HED133B	Effective to increase legal driving age to 18?
HED133C	Effective to reduce number of liquor licenses?
HED133D	Effective to raise alcohol prives by tax?
HED133E	Effective to prohibit sale of 2-Fers and 4-Fers?
HED133F	Effective to reduce beer alcohol content?
HED133G	Effective to prohibit sale of beer in pitchers?
HED133H	Effective to produce smaller beer cans?
HED133I	Effective to eliminate television alcohol ads?
HED133J	Effective to put warning labels on alcohol bottles

HED133K	Effective to increase penalties for drinking and driving?
HED133L	Effective to increase enforcement of drunk driving laws?
HED133M	Increase alcohol education programs?
ALC134	Have you heard of the REDDI program?
ALC135	How serious is drug abuse in your area?
ALC136	With will power, one can control drinking?
ALC137	Marijuana use always leads to more dangerous drugs?
ALC138	Cocaine is used by people in neighborhood?
ALC139	Heroin is mostly used by young people?
ACL140	Marijuana increases a person's creativity?
ALC141	Effect of alcohol plus drugs may be dangerous?
ALC142	Cannot get addicted to drugs given by a doctor?
ALC143	How much information do you have on drug abuse
ALC144A	Ever used prescribed pep pills or diet pills?
ALC144B	Ever used prescribed barbiturates or sleeping pills?
ALC144C	Ever used prescribed tranquilizers?
ALC144D	Ever used prescribed cough medicine with codeine?
ALC144E	Ever used prescribed narcotics?
ALC145A	Ever used pep pills or diet pills - nonmedical reasons?
ALC145B	Ever used barbiturates or sleeping pills - nonmedical reasons?
ALC145C	Ever used tranquilizers - nonmedical reasons?
ALC145D	Ever used codeine cough medicine - nonmedical reasons?
ALC145E	Ever used narcotics - nonmedical reasons?
ALC146	Ever had a chance to try marijuana?
ALC146A	Did you try marijuana?
ALC146A1	How many times used marijuana in past year?
ALC146A2	Ever use marijuana and alcohol together?
ACL147	Ever had the opportunity to try cocaine?
ALC147A	Did you try cocaine?
ALC147A1	How many times have you used cocaine?
ALC147A2	Ever use cocaine and alcohol together?
ALC148	Ever had the oppotunity to try heroin?
ALC148A	Did you try heroin?
ALC148A1	How many times have you used heroin?
ALC148A2	Ever use heroin and alcohol together?
ALC149	Ever had the chance to purposefully sniff an inhalant?
ALC149A	Did you try sniffing an inhalant?
ALC149A1	How many times have you used an inhalant?
ALC149A2	Ever use inhalants and alcohol together?
ALC150	Ever had the chance to try hallucinogens?
ALC150A	Did you try hallucinogens?
ALC150A1	How many times have you used hallucinogens?
ALC150A2	Ever use hallucinogens and alcohol together?
VAR151	Total family income in categories
VAR151A1	Total family income $20,000 and more
VAR151A2	Total family income $20,000 and less
VAR152	What race do you consider yourself?
VAR155	Rate respondent's apparent intelligence
VAR156	How suspicious was the respondent before the interview?
VAR157	Rate respondent's apparent interest
VAR158	Rate reliability of data obtained
VAR159	How cooperative was the respondent?
VAR160	Ever been interviewed for NASIS before?
IHHNO	Number is household
IHHTYPE	Household type
IVAR15B1	Respondent's S.E.I. code
IVAR15B2	Respondent's occupational type
IVAR16B1	Spouse's S.E.I. code
IVAR16B2	Spouse's occupational type

IVAR21	Other religious preference
IVAR22	Other denomination
IENR35G1	First other energy conservation measure
IENR35G2	Second other energy conservation measure
IENR35G3	Third other energy conservation measure
IRSK82C	Other prescribed treatments for high blood pressure
IRSK86A	First other way to relieve stress
IRSK86B	Second other way to relieve stress
IRSK86C	Third other way to relieve stress
IRSK87A	First other source of stress
IRSK87B	Second other source of stress
IRSK87C	Third other source of stress
IPRK96A	First favorite outdoor recreational activity
IPRK96B	Second favorite outdoor recreational activity
IPRK96C	Third favorite outdoor recreational activity
IPRK97	Other outdoor recreation limitations
IF107A1	First lake or stream fished in
IF107A2	County first lake or stream located in
IF107B1	Second lake or stream fished in
IF107B2	County second lake or stream located in
IF107C1	Third lake or stream fished in
IF107C2	County third lake or stream locsted in
IF107D1	Fourth lake or stream fished in
IF107D2	County fourth lake or stream located in
IF107E1	Fifth lake or stream fished in
IF107E2	County fifth lake or stream located in
IF111	County in when fishing in Missouri River
IF112	Species of fish primarily fished for in Missouri River
IVAR152	Other race
COUNTY	Respondent's county of residence
CITY	City
AREA	Respondent's telephone area code
PREFIX	Respondent's telephone prefix
XAXIS	X-Axis
YAXIS	Y-Axis
NEWSTAT	Respondent new to state
PDR	Planning and Development Region
REGION	Region
RELATNR	Relationship of respondent to P.I.E.
SEXR	Sex of respondent
AGER	Age of respondent
MARITALR	Marital status of respondent
SCHOOLR	Yeras of school of respondent
DEGREER	Highest degree earned by respondent
RELATNS	Relation to P.I.E. of R.'s spouse
SEXS	Sex of spouse
AGES	Age of spouse
MARITALS	Marital status of spouse
SCHOOLS	Years of school of spouse
DEGREES	Highest degree earned by spouse
RELATNC	Relation to P.I.E. of child
SEXC	Sex of child
AGEC	Age of child
MARITALC	Marital status of child
SCHOOLC	Years of school of child
DEGREEC	Highest degree earned by child
CITYSIZE	City size
RURALURB	Rural-urban
NOADULT	Number of adults in household
NOSCL	Number of school-age children

UNDER18	Have under 18 year olds in house?
AGER5	Age of respondent in 5-year categories
AGES5	Age of spouse in 5-year categories
FAMINC	Family income
HWATE	Household weight
PWATE	Personal weight
NOCHILD	Number of children in household
NOPRESCL	Number of pre-school children in household
UNDER6	Pre-school children in house?
LINS	Life insurance
OCCUPR	Occupation categories - respondent
OCCUPS	Occupation categories - spouse

U7870-1.33 A

NASIS

ATTITUDES TOWARD SOCIAL SECURITY

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588-0325
Telephone: (402) 472-3672

NASIS-82, #2

ATTITUDES TOWARD SOCIAL SECURITY

Warren Luckner

Department of Actuarial Science

PRICE: $1.25

The Nebraska Annual Social Indicators Survey

Helen A. Moore - 1982 Study Director

The findings in this report are based on data collected in the sixth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1907 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1982. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, race, and geographical distribution.

The interview averaged approximately 47 minutes and included questions about energy use, health, recreation, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.24 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1983 NASIS Prospectus.

ATTITUDES TOWARD SOCIAL SECURITY

Several Social Security questions were developed for use in the 1982 Nebraska Annual Social Indicators Survey (NASIS). This paper compares the NASIS results with two different surveys concerning Social Security issues. The Social Security questions addressed the following issues: the program's purpose, the earnings test, taxes, confidence in the system, lowering benefits vs. increasing taxes, raising age for full retirement benefits vs. increasing taxes, ending Social Security, and voluntary participation.

The 1982 NASIS surveyed only Nebraskans, but its preliminary results are compared with results from two national surveys: a 1977 survey completed by Professor Gary Elred, and a 1979 survey completed by Peter D. Hart and Associates for the National Commission on Social Security, whose final report was published in March, 1981. The results from the three surveys are reviewed in the context of three major Social Security issues: purpose and philosophy, financing and public support.

Purpose and Philosophy of the Social Security Program

There is significant debate about the proper level of Social Security benefits. Some say benefits are too high, others believe they are too low. This is a particularly important issue in light of the Social Security program's current financial difficulties. The benefit level issue is of fundamental importance as it reflects attitudes about the purpose and philosophy of the Social Security program.

The 1977 Elred survey, the 1979 Hart survey, and the 1982 NASIS included statements related to the purpose and philosophy of the Social Security providing basic support benefits. Table 1 summarizes the specific questions and the responses.

The responses to the 1979 Hart survey indicate a strong national sentiment that Social Security should provide basic support, but that it does not. The responses to the 1977 Elred survey statement exhibit a degree of uncertainty about the program, but show some consistency with the Hart results since only 25% (13% + 7% + 5%) agreed to any extent with the statement that Social Security should provide only limited benefits. This result is consistent with the 34% supporting only limited benefits (statement "B") in the Hart survey.

The 1982 NASIS questions were designed to replicate the Hart survey "should be" question, except that statement "B" was shortened in order to avoid any response bias that might be caused by the length of the statement. The 1982 NASIS results are consistent with the Hart results in that a majority chose full basic benefits (statement "A"). However, it is only a slight majority and not as significant as the one in the Hart survey. It must be remembered that the 1982 NASIS represents the response of a sample of Nebraskans while the Hart survey represents the response of a sample of the whole country (although almost three years ealier).

In summary, the results of all three surveys reflect an attitude that Social Security should do more than just supplement other sources in meeting the basic needs of retired people, although it appears Nebraskans feel less strongly about this than the nation as a whole.

The other two "purpose and philosophy" questions from the 1982 NASIS addressed the issue of the earnings test. The earnings test reduces or eliminates Social Security benefits when a beneficiary has more than a specified level of earnings. The Hart survey did not address the issue of the earnings test. Results for the Elred survey and the 1982 NASIS are shown in Table 2.

The 1977 Elred results imply a very strong dislike for the earnings test. The results for the 1982 NASIS were not quite as strongly negative. The two 1982 NASIS earnings test questions show very consistent responses, with a slightly larger percentage supporting elimination of the test in both cases.

Financing of the Social Security Program

The financial situation of the Social Security program is at a crisis point for the short term, and in difficulty for the long term, unless some changes are made. To combat the short term crisis, federal interfund borrowing has been authorized, but all this does is buy time, and not much. A more permanent solution must cause either one or both of two basic changes: increase income to the trust funds or decrease outgo from the trust funds. To increase income, either Social Security taxes must be raised, or other sources of funding must be available. Funding from general revenue is a topic of significant controversy. A main argument of those against such funding is the fact that it may cause people to lose sight of what the program is costing. And, of course, when there is a federal deficit, where is the general revenue to use for funding Social Security? Thus, to increase income currently, the primary reasonable approach is to increase Social Security taxes, either through an increase in the rate or in the wage base. To decrease outgo, the only two options are to decrease administrative costs or to decrease benefits. The Social Security system has had a reputation of extremely low administrative costs. Unfortunately, this may be catching up with the program, as evidenced by recent articles about the antiquated record keeping system. In any case, it is unlikely that administrative costs can be reduced. Thus, the reasonable approach to reducing outgo is to reduce the value of benefits either directly or by deferring the time when they become payable.

The 1977 Elred survey, the 1979 Hart survey, and the 1982 NASIS included questions about the financial soundness of the program and the desirability of increasing taxes or delaying benefits. The results of Professor Elred's survey indicate a knowledge of the financial problem but an unwillingness to raise taxes. Table 3 summarizes these results.

The 1979 Hart survey results indicate some willingness to raise taxes rather than decrease or defer benefits, as indicated in Table 4. A majority still have a preference for increasing taxes, but there seems to be somewhat less aversion to raising the retirement age (as opposed to increasing taxes) than to lowering benefits (as opposed to increasing taxes).

The responses to the first 1982 NASIS question indicate a significant majority of Nebraskans are opposed to increasing Social Security taxes. The other two 1982 questions were very similar to the Hart survey questions discussed above. The 1982 NASIS results for those questions indicate an unwillingness to lower benefits (instead of increasing taxes) and somewhat more willingness to delay the age at which full retirement benefits are available (as opposed to increasing taxes).

Taken together, the responses to the three 1982 NASIS questions indicate an unwillingness on the part of Nebraskans to increase Social Security taxes or to reduce the value of benefits. A less scientific study of Nebraskans was completed by Representative Doug Bereuter of Nebraska's First Congressional District. The Bereuter survey included the following two questions: Increase the tax rates to provide additional funding for Social Security, Raise the retirement age for future Social Security recipients. The responses to the Bereuter survey questions reflect an attitude similar to that in the responses to the 1982 NASIS questions. However, responses to the second Bereuter survey question (raising retirement age) are split 50-50 while more 1982 NASIS respondents show opposition to this. Table 5 summarizes these results.

Public Support of the Program

As the financial difficulties of the Social Security program have become more critical and more widely known, public support of the Social Security program has become a significant issue. The 1977 Elred survey, the 1979 Hart survey, and the 1982 NASIS each included a question of support for abolishing the Social Security system. In addition, the Hart and NASIS surveys included questions on individual confidence in the system, and continued individual participation.

The Elred survey, the Hart survey, and the 1982 NASIS each reflected a reluctance on the part of the respondents to abolish Social Security (see Table 6). In both the national surveys, there is strong sentiment against abolishing the program, but there is still a significant percentage that strongly favors such action. The Nebraska sample indicates an even stronger sentiment against abolishing the program and only a small percent are strongly in favor of abolishing it. This is a somewhat surprising result given the recent publicity on the program's financial difficulties.

An indication of the level of public confidence in the program, as well as an indication of the public awareness of the difficult financial situation of the program, is reflected in the responses summarized in Table 7. As might be expected, both the 1979 Hart and 1982 NASIS survey results indicate a significantly greater amount of confidence on the part of those already retired or, in the case of the 1982 NASIS, those 65 and over, than those non-retired or under age 65.

The results also show, overall, a greater lack of confidence in the system on the part of the respondents to the 1982 NASIS than on the part of the respondents to the Hart survey. The difference may be due in part to a difference in the sample (Nebraska vs. national) and in part to a difference in time - over the last couple of years the financial problems of the program have been almost continuously in the news.

Despite this significant lack of confidence, it should be kept in mind that both surveys indicated a strong sentiment against ending the program.

All three surveys addressed the issue of whether people would have opted out of the program if they had the choice. In all surveys, a strong majority would stay in Social Security, but the percentage that would get out is significant. In Nebraska, over 63 percent of respondents wished to stay in the program, but a full one-third would opt to "get out". Table 8 summarizes the results.

Conclusion

What does all this mean? In general, there appears to be a strong feeling among Nebraskans that Social Security should provide more benefits. There is a significant lack of confidence in funds being available for retirement, although there is also a strong sentiment for choosing to be in the system and an even stronger sentiment for not abolishing the system. One thing this possibly indicates is that Nebraskans and the national public are aware of the problems with the program, do not support ending the program, and thus should be willing to accept the measures necessary to correct the problems. However, as indicated in the financing section some are not willing to cut benefits or increase taxes. Perhaps what this really indicates is that the public still needs to be educated about the program - its philosophy and purpose, and what is necessary to correct the critical financial problems.

Compared to the national samples, the Nebraska sample seems to be less oriented toward a greater role for Social Security benefits, less negative about the earnings test, have less confidence in funds being available for their benefits, and yet seem to be more strongly against abolishing the system. Of course, the timing of the surveys must be kept in mind (1977 vs. 1979 vs. 1982).

In concluding, it is appropriate to make these general observations about the value of survey results:

1. Results may be inaccurate because individuals may be misinformed or give intentionally misleading statements. Moreover, while the attitude of the general public is an important consideration, in an issue as complex as the Social Security program, public attitude should not necessarily be considered the primary determinant of change - qualified experts need to study the problems and provide solutions that are most equitable.
2. Despite the cautions indicated in 1, survey results are important as one element in the evaluation of the Social Security program and whether or not it is achieving its goal.

Table 1.

Percent Respondents in Agreement with Social Security Statements of Purpose: Comparison Across Three Surveys.

	1982 NASIS (N=949)	1979 HART* (N=1549)	1977 ELRED** (N=431)
Statement A: Social Security retirement benefits should provide enough money to meet the basic needs and obligations of retired people.	50.2	61.0	45.0
Statement B: Social Security retirement benefits should only supplement other sources of income so that retired people can meet their basic needs and obligations.	46.6	34.0	25.0
Undecided	3.2	5.0	30.0

---

[*] The 1979 Hart survey also asked which of the statements best describes the way the Social Security system actually works. Among respondents, only 22% felt that Social Security currently operates like statement "A", while 65% stated that it operates like statement "B", with 9% unsure and 4% stating that it operates in "Neither" format.

[**] The 1977 Elred survey was worded differently, with respondents asked whether they agreed or disagreed with this statement:

"Social Security should provide only 'basic' benefit amounts with each individual responsible for supplementing these payments through other means."

STRONGLY AGREE 1 13% 1 7% 1 5% 1 30% 1 28% 1 11% 1 6% 1 STRONGLY DISAGREE

UNCERTAIN - NEUTRAL

Table 2.

Respondent Attitudes Toward the Social Security Earnings Test.

	NASIS-82
Statement A: The earnings test should be eliminated because benefits have been "bought and paid for" and it is unfair to withhold benefits just because the recipient continued to work.	47.0%
Statement B: The earnings test should be maintained because benefits are to replace lost income and the earnings test provides a measure of whether loss of income has occurred.	45.3%
Neither "A" Nor "B"	1.8%
Not Sure	5.9%

	STRONGLY FAVOR	SOMEWHAT FAVOR	SOMEWHAT OPPOSE	STRONGLY OPPOSE
1982 NASIS				
Earnings test be eliminated for people age 65 and over.	28.0	20.1	25.9	18.5

1977 ELRED

Social Security payments should not be reduced to persons over 65 who choose to work

STRONGLY AGREE								STRONGLY DISAGREE
	51%	23%	4%	2%	1%	6%	13%	
				UNCERTAIN - NEUTRAL				

Table 3.

Attitudes Toward Social Security Financing from 1977 Elred National Survey (N=431).

1. THE SOCIAL SECURITY SYSTEM IS FINANCIALLY SOUND.

STRONGLY
AGREE 1 2% 1 3% 1 7% 1 16% 1 16% 1 30% 1 26% 1 STRONGLY DISAGREE
UNCERTAIN -
NEUTRAL

---

2. EMPLOYEE PAYROLL SOCIAL SECURITY TAXES SHOULD BE INCREASED TO HELP FINANCE SOCIAL SECURITY BENEFIT PAYMENTS.

STRONGLY
AGREE 1 2% 1 2% 1 7% 1 13% 1 8% 1 34% 1 33% 1 STRONGLY DISAGREE
UNCERTAIN -
NEUTRAL

---

3. THE TAXABLE WAGE BASE SHOULD BE INCREASED TO HELP FINANCE SOCIAL SECURITY BENEFIT PAYMENTS.

STRONGLY
AGREE 1 5% 1 8% 1 17% 1 9% 1 10% 1 26% 1 24% 1 STRONGLY DISAGREE
UNCERTAIN -
NEUTRAL

Table 4.

Attitudes Toward Social Security Program Changes, 1979 Hart National Survey (N=1549).

	HIGHER TAXES	LOWER BENEFITS	SOME OF BOTH (Volunteered)	NOT SURE
Choice between higher Social Security taxes or lower retirement benefits	63%	15%	9%	13%

	STRONGLY FAVOR	MILDLY FAVOR	MILDLY OPPOSE	STRONGLY OPPOSE	NOT SURE
Raising the age for full retirement benefits from 65 to 68 and raising the age for early benefits from 62 to 65	15%	21%	17%	34%	13%

Table 5.

Comparison of Social Security Alternatives for Nebraska Respondents in the 1982 NASIS and 1982 Bereuter Polls.

1982 NASIS	STRONGLY FAVOR	MILDLY FAVOR	MILDLY OPPOSE	STRONGLY OPPOSE	NOT SURE
Increase Social Security taxes	10.7	25.0	25.2	34.5	4.6
Lower Social Security benefits instead of increasing taxes	6.6	15.8	26.0	45.6	6.0
Raise the age of retirement benefits instead of increasing taxes (from 65 to 68 years)	15.6	22.7	20.2	38.7	2.7

1982 Bereuter	YES	NO
Increase Social Security taxes	28.0	72.0
Raise the retirement age for future recipients	50.0	50.0

Table 6.

Percent Respondents Who Favor or Oppose Ending the Social Security System.

	1982 NASIS (N = 949)	1979 HART (N = 1849)
Strongly Favor Ending the Program	3.5	12.0
Mildly Favor Ending the Program	5.1	5.0
Mildly Oppose Ending the Program	12.5	9.0
Strongly Oppose Ending the Program	75.6	67.0
Not Sure	2.8	7.0

1977 ELRED Study

The Social Security Program should be abolished.

STRONGLY AGREE	1	18%	1	16%	1	2%	1	2%	1	14%	1	18%	1	30%	1	STRONGLY DISAGREE
								UNCERTAIN - NEUTRAL								

Table 7.

Confidence That the System Will Have Funds to Provide Retirement Benefits for Respondent and Spouse.

	1982 NASIS			1979 HART		
	UNDER 65 YEARS (N=801)	OVER 65 YEARS (N=121)	TOTAL SAMPLE (N=940)	NON-RETIRED (N=1151)	RETIRED (N=434)	TOTAL SAMPLE (N=1549)
Complete Confidence	1.9	33.0	6.0	10.0	42.0	18.0
A Great Deal of Confidence	10.2	30.6	12.6	22.0	31.0	24.0
Only A Little Confidence	55.7	32.2	51.8	41.0	16.0	31.0
NOT SURE	--	--	1.8	6.0	8.0	6.0

Table 8.

Respondent Choice to Participate in the Social Security Program.

	1982 NASIS (N = 948)	1979 HART (N = 1549)
Choose to be in the Social Security system and pay taxes	63.3%	77.0%
Choose to get out of the system and not pay taxes	33.8	19.0
UNCERTAIN	3.0	4.0

1977 ELRED

If given the option, I would withdraw from Social Security and take a refund of all the Social Security taxes that may employers and I have paid.

STRONGLY AGREE 1 22% 1 14% 1 5% 1 2% 1 14% 1 15% 1 28% 1 STRONGLY DISAGREE

UNCERTAIN -
NEUTRAL

List of reports already released using data gathered in the 1982 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1982 NASIS. Helen A. Moore. Price: $7.50.

u 7870-1.34A

NASIS

COMMUNITY COLLEGES AND HIGHER EDUCATION

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588-0325
Telephone: (402) 472-3672

NASIS-82, #3

COMMUNITY COLLEGES AND HIGHER EDUCATION

Helen A. Moore
Department of Sociology

Price: $1.00

The Nebraska Annual Social Indicators Survey

Helen A. Moore - 1982 Study Director

The findings in this report are based on data collected in the sixth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1907 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1982. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, race, and geographical distribution.

The interview averaged approximately 47 minutes and included questions about energy use, health, recreation, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.24 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1983 NASIS Prospectus.

Community Colleges and Higher Education

The community college system sprang from the mid-West image of an expanding educational frontier. In 1901, Joilet Junior College opened in Illinois with the intent of extending secondary education and providing innovative educational programs to a rapidly growing population. Throughout the last two decades enrollment in these programs has grown enormously. They have also taken myriad shapes and functions as local residents, educators, and administrators have sought to develop programs designed to meet post-secondary educational needs at the community level.

Unlike four-year colleges, the purposes of community and junior colleges has been more diverse. In many states, a separate two-year vocational degree program is the primary function of community colleges. Often these programs are not intended as liberal arts or transfer programs. In other states, however, the community colleges provide an opportunity for "late blooming" students to improve their academic preparation and prove their ability to succeed in higher education. This "transfer" function of the community college sets up "feeder" programs into four-year state colleges and universities.

In the State of Nebraska, six community colleges serve residents with vocational, liberal arts and recreational courses. Historically, the emphasis has remained on occupational and technical training, as indicated by the title "Technical Community Colleges." However, since 1975, a shift has occurred in the percentage of degrees and awards presented by these community colleges. In 1974-1975, over 83 percent of all awards were science, engineering or business and commerce areas. In 1979-1980, that figure dropped to 78 percent of awards. Thus, liberal arts and public service degrees and awards have increased from 16 percent to 21 percent of the total, an increase of over one-fourth. This suggests that the utilization of community colleges in Nebraska may be shifting.

With rising educational costs and increased demand for college education by employers, many students have turned to community colleges for transfer and/or recreational purposes, even though that is not the primary mission of the institution. To what extent do Nebraskans use community colleges for vocational, transfer, and recreation purposes? How much support do Nebraskans extend to each of these functions? This report focuses on these questions as they were asked of a 1982 representative sample of the state population through the Nebraska Annual Social Indicators Survey.

Utilization of Community Colleges

Of the 1906 respondents in the survey, a total of 192 (10.1 percent) indicated that they had attended a course at a community college in Nebraska during the preceding year. According to Nebraska State Education Commission statistics, approximately 23,000 Nebraskans attended Community Colleges in 1981-1982.[1] We measured the extent to which our respondents use the community colleges, and whether they are working toward a degree. The two questions we asked of those taking courses were:

1. During the past year, how many courses have you taken at a community college or junior college in the State of Nebraska?

One	48.9%
Two or Three	25.5%
Four or More	25.6%

2. Do you intend to complete an associate degree or program certificate at a community college?

Yes	35.4%
No	64.6%

These answers suggest that Nebraskans use the community colleges for different reasons. Close to two-thirds of those attending do not currently intend to complete a degree or program certificate. In addition, many students attend on a part-time basis, with close to three-fourths of the students taking three or fewer courses per year.

---

[1] Fall Head Count Enrollments in Nebraska Institutions of Post-Secondary Education: 1977 through 1981. Nebraska Coordinating Council for Post-Secondary Education. July, 1982.

We next examined the types of courses in which these respondents actually enrolled. The results in Table 1 indicate that the majority of students (61.5 percent) used community colleges to obtain a vocational education. This reflects an interest in improving job skills directly related to employment. A smaller proportion (20.8 percent) attended hobby or recreation classes, and the smallest attendance was in liberal arts courses (12.0 percent). A total of 5.7 percent of respondents took a combination of courses.

We also found some important differences in the characteristics of students that were enrolled in these classes. For example, men and women use the community colleges at different rates (82 males and 110 females) and for different purposes. A majority of both men and women took primarily vocational courses at the community colleges, but this trend was substantially stronger among males. Women were more likely than men to be enrolled in hobby and recreation classes and more than twice as likely to take liberal arts courses.

Age is also a factor in course enrollments. Each of the three age groups examined were most likely to be enrolled in vocational programs. However, the vocational courses were selected at a greater rate by younger students (18 to 29 years of age). Respondents in the 30 to 49 year old age group were much more likely to be enrolled in liberal arts courses than these younger students, and the age 50 and over respondents were most likely of all age groups to be enrolled in the liberal arts courses. The hobby and recreation courses were used proportionately more often by the 30 to 49 year old age group, and least likely to be used by the 50 and over age group. Both the age and sex characteristics of these respondents suggest that "non-traditional" students (women and older students) are most likely to enroll in the liberal arts courses, and somewhat less likely to take advantage of the traditional vocational programs of the community colleges.

Finally, we examined the use of the community colleges by rural and urban residence. Of those respondents who did enroll in classes, rural residents were the least likely to enroll in liberal arts courses, somewhat less likely than other Nebraskans to use the hobby and recreation courses, but were more likely to take a combination of classes or to focus on vocational programs exclusively. Urban residents (excluding Omaha) were more frequently enrolled in hobby and recreation courses and the least involved in vocational classes.

The Community College Mission

While utilization of the community college system is one indicator of support for varying programs, we also asked all respondents in the survey their opinion about the importance of community college education. All 1907 respondents were asked the following:

> The roles of community colleges have been expanding over the past few years, while tax dollars decrease. I would like to ask you what you think about the importance of keeping each of the following programs at community colleges in Nebraska. Do you think these are very important programs, somewhat important programs, or not important programs at all to keep operating?

Respondents were then asked their opinions about these programs separately: (1) Programs providing vocational and technical skills to students, (2) Hobby classes and recreation programs, (3) Liberal arts education programs, and (4) First and second year college programs that can be transferred to a four-year college or university.

The analysis in Table 2 indicates the percent of respondents who felt it was "very important" to maintain a particular program. Overall, the strongest support for programs was given to those which provide vocational and technical training, with approximately 80 percent of respondents indicating a "very important" rating. The transfer function of community college programs also received strong support from 70 percent of respondents as "very important". The liberal arts programs were rated as very important by over one-third of respondents and hobby/recreational courses were rated very important by less than one fifth of respondents. It should be noted that when ratings of "somewhat important" and "very important" were combined, Nebraska respondents indicated substantial support for the maintenance of each of these programs at a rate of 77 percent approval or greater.

More detailed examination of Table 2 suggests that trends in sex, age, and rural-urban differences in use of community colleges are reinforced by differing attitudes toward the specific programs. Notably, women respondents were significantly more supportive of liberal arts, hobby/recreation, and two-year transfer programs than men. Women were also more likely to utilize these programs. Among the age groups, few significant differences were evident. However, those respondents in the 70 year-and-older category were significantly less likely to support vocational and transfer programs. This may be due to the general under-utilization of these programs by these respondents. Interestingly, hobby/recreation programs receive the greatest support for this age group, and significantly lower support from the 30 to 49 year-old age group. These findings quite likely reflect the fact that older students are less concerned with educational programs related to careers. They have more time and interest in hobby and recreation programs after retirement from full-time occupations.

Finally, some minor differences are evident among respondents from different resident categories. Nebraskans in rural, non-farm residences were least likely of all groups to support liberal arts programs, and significantly more likely to support hobby-recreation programs indicating that community colleges serve different purposes in rural areas. That is, the community colleges quite likely are a major resource for recreation/hobby activities in rural areas where fewer of these types of activities are found. In urban areas, resources other than community colleges provide community members with recreation/hobby activities.

Summary

From these responses, we can identify several major trends in respondent use and attitudes toward community colleges in the state.

1) Vocational-technical programs remain the highest demand function of the technical community colleges, particularly among younger students and males.

2) Among non-traditional students (older students and females) the utilization of liberal arts programs is much higher.

3) General support of all four components of community college functions (vocational, liberal arts, recreational and transfer) is high among Nebraskans. More than 70 percent agree that each area is somewhat important to maintain, even in the face of budget cuts.

4) Specific support of programs as "very important" highlights the vocational and two-year transfer programs of the community colleges as the most widely supported. The two-year transfer program receives its greatest support from younger respondents and from female respondents. Vocational programs receive across-the-board support from all groups in the state.

The technical community colleges show the greatest growth rate in enrollments of all post-secondary educational institutions in the state. Thus, an understanding of the current and future demands of both traditional and non-traditional students must be understood by policy makers and the residents of the state who support these programs through tax dollars.

These data suggest that the diverse needs of students, both young and old, male and female, traditional and non-traditional, require a flexible program that incorporates several different educational functions beyond the original technical-occupational emphasis.

TABLE 1.

Characteristics of Respondents Attending Community College Courses by Type of Program

	Vocational	Liberal Arts	Hobby	Combination	N
Sex:					
Male	70.0	14.7	6.0	9.3	82
Female	53.9	32.0	10.1	3.9	110
Age:					
18 - 29	67.3	9.6	14.3	8.8	98
30 - 49	55.7	17.9	23.2	3.5	66
50 +	51.7	37.9	6.9	3.4	29
Residence:					
Rural Farm	67.4	6.1	17.3	9.2	28
Rural Non-Farm	72.4	0.0	19.0	8.6	13
Town or City	53.5	11.4	27.4	7.7	88
Lincoln	53.7	18.3	28.0	0.0	21
Omaha	71.8	17.9	6.5	3.8	44

Table 2.

Percent of Nebraska Respondents Rating Community College Programs as "Very Important" to Maintain

	Vocational	Liberal Arts	Hobby	Two-Year Transfer	N
Overall	80.4	34.2	19.2	70.0	
Sex:					
Male	.80	.29	.15	.65	874
Female	.82	.38*	.21*	.75*	958
Age:					
18 - 29	.80	.31	.21	.69	550
30 - 49	.81	.35	.14*	.74	632
50 - 69	.81	.33	.18	.70	488
70 +	.72*	.25	.22	.59*	161
Residence:					
Rural	.80	.31	.13	.69	285
Rural Non-Farm	.73	.25*	.31*	.67	116
Town or City	.79	.33	.17	.72	836
Lincoln	.87	.31	.20	.63	167
Omaha	.77	.35	.19	.71	429

*Denotes this group is significantly different (at $P < .05$) from others in the category, after controlling for the effect of respondents' sex, age, or residence.

U 7870-1.35 A

NASIS

THE STATUS OF OLDER NEBRASKANS

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588-0325
Telephone: (402) 472-3672

NASIS-82, #4

THE STATUS OF OLDER NEBRASKANS

Jane C. Ollenburger
Iowa State University

and

The Bureau of Sociological Research
University of Nebraska-Lincoln

PRICE: $1.50

The Nebraska Annual Social Indicators Survey

Helen A. Moore - 1982 Study Director

The findings in this report are based on data collected in the sixth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1907 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1982. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, race, and geographical distribution.

The interview averaged approximately 47 minutes and included questions about energy use, health, recreation, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.24 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1983 NASIS Prospectus.

The Status of Older Nebraskans

The living situations of the elderly have been a subject of discussion in the media and state and local governments during the past few years. This report focuses on elderly Nebraska residents by outlining some major issues, including:

1) What are the household living situations of elderly Nebraskans?
2) What proportions of men and women among the elderly are living alone?
3) What are the occupational and educational backgrounds of Nebraska's elderly?
4) How do household incomes differ for males and females among the elderly?
5) What do the elderly think of their financial prospects, compared to two years ago?
6) How do retired Nebraskans compare to those who are currently working or keeping house?

These and other issues are addressed through a random sample of 1907 households in the 1982 NASIS survey. Of these, 376 household respondents were 65 years of age or older. Focusing on this group of respondents, we address some of the major demographic and quality of life issues for Nebraska's elderly.

Household Composition

Of the 376 elderly respondents, 67 percent were female and 33 percent were male. This reflects national trends in which women tend to live longer than men by 5 to 7 years. Thirty-two percent of the total sample were 65 to 69 years old, 30 percent were 70 to 74 years of age and 39 percent were 75 years of age or older (see Table 1). Only 44 percent of our respondents were married while 45 percent were widowed. An additional five percent of the elderly respondents were divorced and five percent had never married.

When looking at marital status by sex, we find that the majority of the elderly who are widowed are female and the majority of those still married are male. As would be expected from these findings, the majority of elderly persons living alone are female. As indicated in Table 2, only 27 percent of elderly men live alone while 63 percent of elderly women live alone. Over two-thirds of the male respondents (69 percent) were still living with their spouse, whereas, only one-third (32 percent) of the female respondents were living with their husband. Overall, a little over half of the elderly respondents in the NASIS survey lived alone. Fewer than 10 percent lived in a household with more than two related adults or children. The majority (84 percent) of our elderly respondents lived in a town or city with only 12 percent residing on a farm or ranch and only 4 percent living in a rural non-farm setting (see Table 3). This possibly reflects the increased needs for access to social and health services for the elderly which are more readily available in urban areas.

Socio-Economic Status of the Elderly

The educational levels of the elderly reflect the historical patterns of educational achievement. Only a small percentage (13 percent) had completed any college or university programs (see Table 4). Forty-three percent had less than a high school diploma and 45 percent had completed high school. A higher percentage of the elderly women had completed high school although more elderly men than women held either a Bachelor's degree or advanced university degree.

Of the 376 elderly respondents, 17 percent were still employed in either full or part-time work (see Table 5). Seventy-four percent of the men and 39 percent of the women were retired, while another 45 percent of the women listed "keeping house" as their primary employment status. It is quite likely that a vast majority of "retired" women are also "keeping house" as a major activity.

The data in Table 6 indicate the primary occupations held by the elderly respondents either in the past year or for at least one year at some time in their careers. The largest percentage of the men (32 percent) are (or were) farmers or ranchers with managerial occupations ranking second (23%) and craftsmen or foremen as third (16%). Outside of the housewife category, which included 46 percent of the female respondents, professional and service workers (waitresses, hair dressers, etc.) were the two largest categories held by elderly women with 13 percent in each group. Clerical work was the next most numerous occupation with 11 percent of the elderly women being employed or having been employed in this occupation.

Table 7 shows the combined family income for Nebraska respondents who were 65 or older. Eleven percent of the elderly in this study had incomes of less than $5,000 and a total of 15 percent had incomes of less than $10,000. Almost 55 percent of the respondents had incomes that ranged between $20,000 to $30,000 with 11 percent having incomes of more than $40,000. It is important to note here that the sample for this study was drawn from non-institutionalized respondents living in households with telephones. If one was to include the elderly who have been institutionalized, the overall income, education and occupational characteristics would likely be quite different. As can be seen in Table 8, 58 percent of the elderly respondents felt their income level was average.

31 percent their income level was below average while only 11 percent felt their income was above average. Looking at the past, twenty percent felt that their financial prospects today were worse than they were two years ago, whereas, 16 percent felt they were better than they were two years ago (see Table 9). Overall, males were somewhat more likely to see their financial prospects as improving, which reflects their greater household income rates.

Status of the Retired Elderly

Amongst the elderly sample, a large percentage (74 percent of the men and 39 percent of the women) indicated they had retired. Since retirement is a significant event in the life cycle, we outline some of the characteristics of the retired elderly as well as contrasting their status with the elderly who are currently working full or part-time or keeping house.

The marital status of the retired and non-retired elderly is shown in Table 10. Of the retired males, most were married (65%), with only 20% widowed, 7% divorced and 8% never married. Of the retired females, most were widowed (64%), with only 26% married, 4% divorced and 5% never married. Of the elderly currently in the labor force, 81% of the men were married and 16% were widowed, divorced, or separated. Of the non-retired women, 36% were married and 58% were widowed. These figures reflect the overall trend for elderly women to be widowed. It is important to note here that, of the 152 non-retired women, 75% indicated housewife as their primary occupation, thereby indicating unpaid labor as their primary occupational activity.

Table 11 indicates the household type of the retired and non-retired elderly respondents. Of the retired elderly, 61% of the men and 25% of the women were currently living with a spouse and 32% of the men and 70% of the women were living alone. This trend is also reflected in the non-retired sample with 66% of the men and 32% of the women living with a spouse and 13% of the men and 58% of the women living alone.

As shown in Table 12, 25% of the men and 6% of the women who are still employed hold either a bachelor's degree or a graduate degree. Eighty-nine percent of the retired men and 81% of the retired women had a high school diploma or less. Seventy-five percent of non-retired males and 93% of the women held a high school degree or less. Thus, education seems to be related to retirement status such that greater education suggests longer employment.

Important to an understanding of the significance of these figures is the occupational status of the retired elderly and those still employed. Table 13 lists the occupational statuses of both retired and non-retired elderly. For retired men, the top three occupational statuses were farmer-rancher (31%), managerial (26%) and craftsmen/foremen (18%), respectively. For retired women, the top three occupations included professional (32%), clerical (19%), and service workers (18%), respectively. For the males who are still active in the work force, they are primarily employed in managerial positions (16%), craftsmen/forement positions (13%), or service work (13%). For the women who indicated they had not retired, 75% indicated they were housewives. Outside of housework, the largest number of actively employed women were in service work (10%), clerical (5%), and managerial positions (3%). Therefore, the majority of employed elderly men and women hold a high school degree or less and a large number are employed in service work (women) or as supervisors or craftsmen (men).

The combined family income for Nebraska's elderly is shown in Table 14. Seventeen percent of retired men and 10% of retired women were living on incomes of less than $10,000. For the non-retired elderly, 26% of the men and

16% of the women were living on incomes of less than $10,000. Approximately 14% of both retired men and women have incomes of $40,000 or more, whereas, 13% of non-retired men and 6% of non-retired women have incomes of $40,000 or more. Significantly, a sizeable proportion of the employed elderly have incomes below $10,000 per year.

As shown in Table 15, the largest number of Nebraska elderly who indicated their financial prospects were better than they were two years ago were elderly men who were currently employed. While most of the elderly felt that their financial prospects were the same today as they were two years ago, or worse, employed males were the most likely group to see their financial prospects as having improved.

Summary

Of the 1907 households sampled in the 1982 Nebraska Annual Social Indicators Survey, 367 respondents indicated their age was 65 or older. With this sample of 367 elderly respondents, we have outlined a description of the economic picture and living situations of the elderly in Nebraska.

1) Of significance, we find that the majority of elderly living alone are female. This is not surprising when we find that the majority of elderly who are widowed are women, whereas, the majority still married are men.
2) Somewhat over 15% of the elderly in this sample are living on incomes of less than $10,000. Of this 15%, the largest number of them are still employed, and we do not know what would be the economic effects of retirement for this group.
3) Eleven percent have incomes of more than $40,000; the least likely to be in this category are elderly women still in the labor force.

4) The majority of the elderly rated their income as average although 19% felt their financial prospects were worse today as compared with two years ago.
5) The majority of elderly women are either housewives or, if employed, are in low-paying service and clerical work.
6) The majority of elderly men are either retired or working in professional, managerial, skilled crafts or service work.

As the population of the elderly grows, it will be imperative that state and local government and Nebraska residents remain aware of the quality of life issues that affect Nebraska's older residents.

Table 1.

Age and Marital Status of Male and Female Elderly Nebraskans.

	Male	Female	Total
Age:			
65 to 69	35.0	30.1	31.7
70 to 74	28.5	30.1	29.5
75 +	36.6	39.8	38.8
Respondent N	123	246	369
Marital Status:			
Married	68.8	31.9	44.1
Widowed	16.8	59.0	44.9
Divorced	6.4	4.8	5.3
Separated	1.6	0.0	0.5
Never Married	6.4	3.6	4.5
Married, Living Apart	0.0	0.8	0.5
Respondent N	125	251	376

Table 2.

Household Type.

	Male	Female	Total
Type:			
Husband-Wife Only	62.4	29.1	40.2
Husband-Wife-Children	5.6	1.6	3.0
Single Person	27.2	62.5	50.8
Two or More Non-Relatives	0.0	1.2	0.8
Parent-Children	2.4	3.6	3.2
Two or More Relatives	1.6	1.2	1.3
Husband-Wife-Relatives	0.8	0.8	0.8
Respondent N	125	251	376

Table 3.

Rural-Urban Residence.

Type:	Male	Female	Total
Farm or Ranch	17.6	8.8	11.7
Rural-Nonfarm	5.6	3.6	4.3
Town or City	76.8	87.6	84.0
Respondent N	125	251	376

Table 4.

Highest Degree Earned.

Degree:	Male	Female	Total
Less than High School	56.8	35.5	42.6
High School Diploma	28.8	53.0	44.9
Junior College	0.0	3.6	2.4
B.A.	8.0	6.4	6.9
M.A. - Advanced	6.4	1.6	3.2
Respondent N	125	251	376

Table 5. Employment Status.

Status:	Male	Female	Total
Working Full-time	10.4	5.6	7.2
Working Part-time	13.6	8.4	10.1
Not Working Due to Temporary Illness	0.0	0.4	0.3
Unemployed	0.8	0.4	0.5
Retired	74.4	39.4	51.1
Keeping House	0.8	45.4	30.6
Other	0.0	0.4	0.3
Respondent N	125	251	376

Table 6. Occupational Status Held During Career.*

Occupation:	Male	Female	Total
Professional	5.6	13.4	10.8
Managerial	23.2	6.5	12.1
Clerical	1.6	10.5	7.5
Sales	4.8	4.9	4.8
Crafts-Foremen	16.0	1.2	6.2
Operatives	3.2	2.0	2.4
Nonfarm Labor	5.6	0.8	2.4
Farmer-Rancher	32.0	0.4	11.0
Farm Laborers	0.8	0.0	0.3
Service Workers	6.4	13.0	10.8
Private Household Workers	0.0	1.2	0.8
Housewife/Husband	0.8	46.2	30.9
Respondent N	125	247	372

*Occupation held during the past year, or for those not currently working, held for at least one year during career.

Table 7.

Current Combined Family Income.

Income:	Male	Female	Total
Less than $5,000	13.6	8.8	10.5
$5,000 to $9,999	5.9	4.4	4.9
$10,000 to $14,999	5.9	1.8	3.2
$15,000 to $19,999	2.5	0.0	0.9
$20,000 to $24,999	16.1	24.8	21.8
$25,000 to $29,999	27.1	34.5	32.0
$30,000 to $39,999	15.3	16.4	16.0
$40,000 to $49,999	13.6	9.3	10.8
Respondent N	118	226	344

Table 8. Self-Rated Income Level.

Income Level:	Male	Female	Total
Far Below Average	8.1	3.7	5.2
Below Average	25.8	25.3	25.5
Average	50.0	62.2	58.1
Above Average	14.5	7.9	10.1
Far Above Average	1.6	0.8	1.1
Respondent N	124	241	365

Table 9. Financial Prospects Vs. Two Years Ago.

Prospect:	Male	Female	Total
Better	19.4	13.3	15.3
Same	62.1	67.7	65.9
Worse	18.5	19.0	18.8
Respondent N	124	248	372

Table 10.

Marital Status of Retired and Non-Retired Elderly Nebraskans.

	Retired		Non-Retired	
	Male	Female	Male	Female*
Married	64.5	26.3	81.3	35.5
Widowed	20.4	63.6	6.3	55.9
Divorced	6.5	4.0	6.3	5.3
Separated	1.1	0.0	3.1	0.0
Never Married	7.5	5.1	3.1	2.6
Married, Living Apart	0.0	1.0	0.0	0.7
Respondent N	93	99	32	152

*The majority (115) of non-retired females indicated they were housewives.

Table 11.

Household Type.

	Retired		Non-Retired	
	Male	Female	Male	Female
Husband - Wife Only	61.3	25.3	65.6	31.6
Husband - Wife - Children	2.2	1.0	15.6	2.0
Single Person	32.3	69.7	12.5	57.9
Two or More Non-Relatives	0.0	1.0	0.0	1.3
One Parent with Children	2.2	1.0	3.1	5.2
Two or More Relatives	1.1	2.0	3.1	0.7
Husband - Wife - Relatives	1.1	0.0	0.0	1.3
Respondent N	93	99	32	152

Table 12.

Highest Degree Earned.

	Retired		Non-Retired	
	Male	Female	Male	Female
Less than High School	60.2	27.3	46.9	40.8
High School Diploma	29.0	53.5	28.1	52.6
Junior College	0.0	8.1	0.0	0.7
B.A.	6.5	8.1	12.5	5.3
M.A. - Advanced	4.3	3.0	12.5	0.7
Respondent N	93	99	32	152

Table 13.

Occupation.

	Retired		Non-Retired	
	Male	Female	Male	Female
Professional	4.3	31.6	9.4	2.0
Managerial	25.8	11.6	15.6	3.3
Clerical	1.1	18.9	3.1	5.3
Sales	4.3	9.5	6.3	2.0
Craftsmen/Foremen	17.2	2.1	12.5	0.7
Operatives	3.2	4.2	3.1	0.7
Nonfarm Labor	7.5	1.1	0.0	0.7
Farmer-Rancher	31.2	1.1	3.4	0.0
Farm Laborers	1.1	0.0	0.0	0.0
Service Workers	4.3	17.9	12.5	9.9
Private Household Workers	0.0	2.1	0.0	0.7
Housewife	0.0	0.0	3.1	75.0
Respondent N	93	95	32	152

Table 14. Combined Family Income for Retired and Non-Retired Elderly Nebraskans.

	Retired		Non-Retired	
	Male	Female	Male	Female
Under $5,000	12.6	7.5	16.1	9.8
$5,000 to $9,999	4.6	2.2	9.7	6.0
$10,000 to $14,999	3.4	0.0	12.9	3.0
$15,000 to $19,999	1.1	0.0	6.5	0.0
$20,000 to $24,999	18.4	23.7	9.7	25.6
$25,000 to $29,999	28.7	37.6	22.6	32.3
$30,000 to $39,999	17.2	15.1	9.7	17.3
$40,000 to $49,999	13.8	14.0	12.9	6.0
Respondent N	87	93	31	133

Table 15. Financial Prospects.

	Retired		Non-Retired	
	Male	Female	Male	Female
Better	17.4	14.3	25.0	12.7
Same	63.0	68.4	59.4	67.3
Worse	19.6	17.3	15.6	20.0
Respondent N	92	98	32	150

List of reports already released using data gathered in the 1982 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1982 NASIS. Helen A. Moore. Price: $7.50.
2.	Attitudes Toward Social Security. Warren Luckner. Price: $1.25.
3.	Community Colleges and Higher Education. Helen A. Moore. Price: $1.00.

U7870-1.36 A

NASIS

SOCIAL RESPONSES TO SCARCITY

NEBRASKA ANNUAL SOCIAL INDICATORS SURVEY

Bureau of Sociological Research
Department of Sociology
University of Nebraska–Lincoln
Lincoln, Nebraska 68588-0325
Telephone: (402) 472-3672

NASIS-82, #5

SOCIAL RESPONSES TO SCARCITY

Alan Booth
Department of Sociology

PRICE: $1.00

The Nebraska Annual Social Indicators Survey

Helen A. Moore - 1982 Study Director

The findings in this report are based on data collected in the sixth Nebraska Annual Social Indicators Survey (NASIS). This survey is part of an on-going study of the quality of life in Nebraska conducted by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

The sample for NASIS consists of 1907 respondents eighteen years of age or older residing in households in Nebraska. The sample is selected through a process called random digit dialing: within each three-digit prefix in the state, four-digit numbers are selected randomly from all possible four-digit numbers to complete the telephone number. Respondents are further chosen randomly from the adults in the household and interviewed by telephone by experienced, professional interviewers from the offices of the Bureau of Sociological Research. All interviewing was done between February and April of 1982. This procedure produces a high-quality, representative sample of Nebraska adults. Analysis shows the sample to be representative of the state on age, sex, race, and geographical distribution.

The interview averaged approximately 47 minutes and included questions about energy use, health, recreation, political attitudes, occupation, education, family life, and other matters reflecting the quality of life experienced in the state. For the entire sample, the chances are 95 in 100 that the true value for the population lies within a range equal to the reported survey percentage plus or minus 2.24 percent. This is an estimate of maximum error and for most items the percentages are likely to be even more accurate.

The data gathered by NASIS are used by a wide variety of State and local government agencies for policy and program planning and by faculty and students at the University of Nebraska and other colleges for research. No information identifying any respondent is released to any user and the strict confidentiality of individual respondents is rigidly enforced. While the final responsibility for the organization and structure of the survey and for reports produced under its name rests with the Bureau of Sociological Research, public agencies and University departments play an integral part in planning the survey through an Advisory Committee. Public organizations interested in membership on the Advisory Committee should contact the NASIS Study Director.

Funding for NASIS comes from the University of Nebraska, the Bureau of Sociological Research and State and local agencies which buy items and data analysis from the survey.

The NASIS surveys are repeated each year to measure changes in the quality of life in Nebraska. While there is a core of questions which is included every year, each survey has a large component of unique items which address specific topical issues. Plans for future years include reinterviewing the 1977 panel every two years to assess changes in their lives. Additional detail on the NASIS surveys regarding use of the survey data or cost of purchasing items on future surveys can be obtained by contacting the NASIS Study Director at the Bureau of Sociological Research or by sending for a copy of the 1983 NASIS Prospectus.

Social Responses to Scarcity

Some scientists are predicting Americans will face shortages of vital resources within the next generation, so that many individuals will have insufficient food, fuel or water. As part of the 1982 Nebraska Annual Social Indicators Survey a sample of 960 adults were asked about the prospects of scarcity and how it might affect them.

Prospects of Scarcity

Survey respondents were asked: "Some people are predicting that Americans will face shortages of vital resources within the next generation, so that many people will be unable to get enough food, fuel, or water. What do you think? Do you believe that people in this country will face severe shortages? A majority (55 percent) believed that there would be severe shortages. Of those who believed there would be shortages, 68 percent (or 36 percent of all people) thought they would occur within the next ten years and 75 percent believed that the scarcity would affect them personally. Only a minority thought, however, that these shortages would be permanent.

Those Already Affected

Some claim that the recent increases in the cost of fuel and food are indicators of the beginning stages of worldwide scarcity. While we cannot say whether it is scarce resources, deteriorating economic conditions, or some combination of the two, we can document the number of Nebraskans who are affected by the high cost of food and fuel. Respondents were asked: "Has the increased cost of fuel and food led to a reduction in your family's standard of living in the past three years?" Fifty-one percent reported a decline in their standard of living. Moreover, the vast majority (86 percent) of those who suffered such a decline felt that it would continue for another five years. In other words, people who have experienced a decline in their standard of living are not optimistic about a recovery in the next year or two.

How Will Scarcity Affect Peoples Lives?

We are interested in trying to understand how long term scarcity, if it becomes a reality, might affect individual attitudes and behaviors. Do people facing scarcity cut down on their contact with friends and relatives as a way of conserving resources? Do they become more critical of public officials? Do they become more politically active, push for economic reform or become more conservative or liberal in their approach to solving problems? Questions asked in the 1982 NASIS allowed us to examine these issues.

We divided people into four groups depending on their beliefs about the likelihood of scarcity and whether or not they had experienced a decline in their standard of living. These categories are: (1) people who do not believe Americans face scarcity and have not experienced a decline in their standard of living; (2) people who do not believe Americans face scarcity, but have suffered a standard of living decline; (3) people who do believe Americans face scarcity and have not experienced an economic decline, and (4) people who do believe Americans face scarcity and who have suffered a decline in their standard of living in the last three years. We reasoned that people who believed scarcity was inevitable in the near future would be much more likely to change their lifestyle or attitudes if they had experienced a recent decline in their standard of living. The proportion of people in each category of scarcity and economic decline is shown in Table 1.

It is clear that many people (65 percent) who have experienced a decline in their standard of living do not attribute it to resource scarcity. On the other hand, more than half (58 percent) of those who believe resource scarcity is a problem facing Americans have had their standard of living eroded. Let us compare the responses of people who think scarcity is not a problem with those who do according to whether or not they have experienced a decline in the standard of living. Data on the quality of social relations, attitudes toward public officials, political activity, economic reform, and the tendency to favor conservative methods for solving problems are shown for these four categories of respondents in Table 2.

Contact with Relatives and Friends. It is clear that a decline in the standard of living depresses visiting, entertaining and exchanging gifts with friends and relatives. Believing that Americans are facing a severe shortage in the next ten years appears to depress social relations among these individuals even further. The data provide clear evidence that a decline in standard of living is associated with reduced contact with friends and relatives, especially contacts that cost money - entertaining, exchanging gifts, and traveling. The effects of a belief in long-term scarcity are much smaller. It appears that the depressing effect of this belief may be strongest for those who have already experienced a declining standard of living. Few respondents who are maintaining - or improving - their standard of living are cutting down on social activities regardless of their beliefs about long-term scarcity.

Confidence in Public Officials. The threat of scarcity and decline in the standard of living does not seem to cause people to become more or less critical of public officials. Nor does scarcity cause them to become more or less trusting of community leaders.

Political Activity. While it appears that scarcity and economic hard times do not stimulate people to favor protest political activity, a further analysis suggests that political response to hard times varies by education. People with education beyond high school are more apt to favor protest politics if they believe Americans are facing scarcity and have experienced an economic decline themselves. As the data in Table 3 show 91 percent of these highly educated individuals find protest meetings, rallies, or marches an acceptable form of political activity, while only two-thirds of those not believing in scarcity are in this category. Among those with no post high school education, a belief in long-term scarcity is associated with less approval of protest activities. In this group, generally less than half favor such activity. Refusal to break a law as a form of political activity was favored by less than a quarter of the respondents. However, those who did not believe Americans are facing scarcity and who did not experience an economic decline were least likely to favor this form of political activity. Thus, scarcity would seem to stimulate some political activity only among the highly educated who experienced a decline in their standard of living.

Economic Reform. Scarcity, especially when accompanied by a decline in the individual's standard of living, is likely to cause people to call for some redistribution of income. Basically, they are more likely to favor income being taken from the affluent and given to those who are suffering. Yet, not a majority favor this.

Use of Traditional Means to Solve Problems. While not sizable, there is a tendency among those who believe in scarcity and those who have witnessed a decline in their standard of living to return to traditional ways of doing things. They are reluctant to try new things, change their ways, or to take risks. While returning to tradition may be a safe way to conserve resources, it may retard the development of new ways to solve the problems associated with scarcity and economic decline. High school graduates and those with less education were especially likely to develop a conservative approach. Among those with some formal training beyond high school, the opposite pattern was found. That is, they were less likely to be conservative in their approach to solving problems. This finding parallels the tendency reported earlier for those with more education to favor political activities. Thus, among persons who may be the most likely individuals to find a solution to resource problems, the tendency is to explore less traditional approaches for dealing with scarcity.

Summary

A majority of Nebraskans believe Americans are going to face severe shortages, but only 36 percent think that it is going to occur within the next ten years. While half of Nebraska's population has experienced a decline in their standard of living within the last three years, only 42 percent of these individuals also believe scarce food, fuel, or water is on the horizon. The responses of individuals who believe in scarcity and report an economic decline is to: (1) cut back on visiting, entertaining, and exchanging gifts with friends and relatives; (2) advocate protest politics (if they have more than a high school education) and civil disobedience; (3) favor redistributing income so that more goes to those in need; and (4) rely on more traditional means to solve problems if they have no post high school training, but explore less conservative approaches if they have more education.

A decline in the quality of family relations seems to be inevitable should scarce resources become a reality. While civil disobedience and protest activities are favored by those in need, it is apt to involve only a few among those with above average educations, a pattern found throughout the history of civil disorder. No doubt, the political activists as well as deprived people in general will favor economic reform where the affluent will be asked to share their resources with individuals whose standard of living has declined. Finally, deprived people (except those with more education) will have a tendency to favor traditional means to solve problems rather than new and creative approaches.

Table 1.

Beliefs About Scarcity in Next 10 Years and Changes in the Standard of Living.

Beliefs About Scarcity in Next Ten Years	Changes in Standard of Living	Percent
Do not believe Americans will face severe shortages	Experienced no decline in their standard of living	34
Do not believe Americans will face severe shortages	Experienced a decline in their standard of living	30
Believe Americans will face severe shortages	Experienced no decline in their standard of living	15
Believe Americans will face severe shortages	Experienced a decline in their standard of living	21
		100%

Table 2.

Scarcity, Economic Decline and Peoples Attitudes and Behavior.

	Do Not Believe Americans Will Face Severe Scarcity Within Ten Years		Believe Americans Will Face Severe Scarcity Within Ten Years	
	Standard of Living		Standard of Living	
	Did Not Decline	Declined	Did Not Decline	Declined
Contact with Friends and Relatives				
Percent who report that during last three years -				
traveled to visit friends and relatives less often than usual	27	52	29	57*
entertained friends and relatives less often than used to	18	34	19	42*
exchanging gifts with friends and relatives less than before	32	38	25	44*
Confidence in Public Officials				
Percent who felt that -				
"When there are shortages, people should not be critical of elected officials even if they disagree with them"	47	49	46	49
"We should trust elected officials to do what is best in the event of shortages"	69	69	69	64
Political Activity				
Percent who think that during a shortage it is acceptable to -				
take part in a protest meeting, rally or march	50	53	50	51
refuse to obey a law that they think is unfair	12	19	21	20*

Table 2.

Scarcity, Economic Decline and Peoples Attitudes and Behavior. (continued)

	Do Not Believe Americans Will Face Severe Scarcity Within Ten Years		Believe Americans Will Face Severe Scarcity Within Ten Years	
	Standard of Living		Standard of Living	
	Did Not Decline	Declined	Did Not Decline	Declined
Economic Reform				
Percent who felt that -				
"During hard times, money should be taken from the rich and given to the poor"	26	32	35	48*
"When there are shortages the poor should have to look after themselves"	25	21	26	30
Use of Traditional Means to Solve Problems				
Percent who believe that -				
"It is better to stick by what you have than to be trying new things you don't really know about"	52	51	46	58
"If you start trying to change things very much, you usually make them worse"	33	37	38	43
"I would want to know that something would really work before I would be willing to take a chance on it"	59	62	65	68
	N = 311	N = 142	N = 273	N = 196

[1] Adjusted for sex, age and education of respondent.

*These differences are statistically significant, that is, they are unlikely to be the result of chance fluctuations and are probably very close to the answers we would get if all Nebraskans were interviewed. In comparisons without the asterisk, differences are too small to determine whether the pattern is real or the result of chance fluctuations.

Table 3.

Scarcity, Level of Education and Attitudes Toward Protest Politics.

	Do Not Believe Americans Will Face Severe Scarcity Within Ten Years Standard of Living		Believe Americans Will Face Severe Scarcity Within Ten Years Standard of Living	
	Did Not Decline	Declined	Did Not Decline	Declined
Percent who think that, during a shortage, it is acceptable to take part in a protest meeting, rally, or march.				
No training beyond High School	45 (219)	52 (202)	36 (97)	42 (160)
				p .01
Post High School Education	66 (79)	68 (59)	84 (38)	91 (23)

List of reports already released using data gathered in the 1982 Nebraska Annual Social Indicators Survey. These may be purchased at the indicated price from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

Report Number	Title
1.	Designs, Procedures, Instruments and Forms for the 1982 NASIS. Helen A. Moore. Price: $7.50.
2.	Attitudes Toward Social Security. Warren Luckner. Price: $1.25.
3.	Community Colleges and Higher Education. Helen A. Moore. Price: $1.00.
4.	The Status of Older Nebraskans. Jane C. Ollenburger and the Bureau of Sociological Research. Price: $1.50.